RHODE ISLAND
ALTERNATE ASSESSMENT MANUAL

2005-2006

STATE ASSESSMENT PROGRAM

Acknowledgements

State of Rhode Island and Providence Plantations

Donald L. Carcieri, Governor

Rhode Island Board of Regents
For Elementary and Secondary Education

James A. DiPrete, Chairman

Colleen A. Callahan, Secretary

Amy Beretta

Robert Camara

Frank Caprio

Karin Forbes

Gary E. Grove

Patrick A. Guida

Maurice C. Paradis

Rhode Island Department of Elementary and Secondary Education

Peter McWalters, Commissioner

Table of Contents

Overview of the Rhode Island Alternate Assessment

Introduction: Overview of the Manual

The requirement that all students address the general education curriculum and be assessed on their progress on state standards presents a challenge to educators and families in Rhode Island and across the nation. To assist LEAs in meeting this challenge, the Department of Education established an advisory committee of teachers, administrators, and university staff, to develop this document. The Alternate Assessment Manual is a "tool kit" to be used by administrators and IEP teams to ensure general education access in instruction and in the state's alternate assessment for students with the most significant disabilities. The manual provides the guidelines, scoring protocol, terminology, and forms required for this assessment.

Purpose of the Rhode Island Alternate Assessment

In response to Individuals with Disabilities Education Act -1997, (IDEA) the following statement was developed by the Rhode Island Alternate Assessment Advisory Committee:

> "The State has established goals for the performance of children with disabilities in the state that...are consistent, to the maximum extent appropriate, with other goals and standards for children established by the state."

The federal Elementary and Secondary Education Act was reauthorized as the No Child Left Behind Act, NCLB. This law requires the states establish a single assessment and accountability system. It requires the assessment of all students, including those with significant cognitive disabilities. NCLB has three critical elements: academic content standards, academic achievement standards and assessments. These provide the foundation for an accountability system that ensures that all students, including those with disabilities, reach high standards. IDEA '04 further establishes assessment and accountability for all students with disabilities.

Accountability through assessment systems provides equity in program and educational opportunities for all students. Alternate assessment, as part of the state assessment program, ensures unified system, program, and student accountability linked to the common core of learning within the general curriculum.

The Alternate Assessment is designed to fulfill this requirement and is based on a subset of standards taken from the English Language Arts and Mathematics frameworks. All students in Rhode Island will be moving toward the same general curriculum. The inclusion of students with disabilities in the assessment and accountability system is critical to insure appropriate allocation of resources and learning opportunities for these students. The alternate assessment was designed for the student population for whom traditional assessments, even with accommodations, would be an inappropriate measure of their progress. In addition, students completing the alternate assessment may score at high levels, thereby contributing favorably to a school progress report and ensures that students with significant challenges will be represented in school progress data.

Purpose and Use of Portfolios

Rhode Island's alternate assessment represents a multi-disciplinary approach to student learning and progress. Portfolios showcase student work where learning across content areas can be assessed in a comprehensive way. The philosophy of authentic assessments such as portfolios supports a method of student evaluation that:

- is an assessment that showcases student work across content areas
- allows students to demonstrate strengths, knowledge, skills, and independence
- merges the processes of curriculum, instruction and assessment
- encourages the student to engage in learning that is meaningful and appropriate
- provides multiple opportunities for measuring progress.

In effective learning environments, assessment and instruction are linked. High quality assessment practices provide information upon which to base ongoing development of curriculum that is responsive to student needs. Aside from the use of a portfolio to capture student learning, an extension of this philosophy also considers that students with severe or multiple disabilities are valued and contributing members of their schools and communities. The portfolio assessment promotes a vision of enhancing capacities and integrated life opportunities for students who experience severe disabilities. Positive results are expected from these students, including living, working, and contributing in their communities, upon completion of schooling.

Student Participation in the Alternate Assessment

The alternate assessment was developed to reflect the application of Rhode Island's Content Standards for students with significant cognitive disabilities. All students should have a grade designation on the front page of the IEP. This grade designation is determined by the IEP team using the district's policy regarding retention/ advancement as guidance in conjunction with the student's identified needs.

Students should not be assigned a grade that is more than two years below or above the typical grade of their chronological peers, or be assigned a grade that is outside of the grade range in the school in which he or she is being instructed. Their grade designation must align with the school's official March 1st enrollment roster used for testing purposes. It should be noted that "Current Grade" on the front page of the IEP is the grade the student is in at the time of the IEP meeting and should be considered as a reference when determining assessment participation for students. For example, if a student's IEP meeting is held in May and the student is a fifth grader at the time of the meeting, that grade designation is written on the front of the IEP. The student advances to the sixth grade the following academic year unless the student is retained by a district's retention policy.

The student's IEP team determines and verifies on the student's IEP that the student meets all of the guidance for the alternate assessment (see following page). Documents in the student's record are the basis for the decision, and include current and longitudinal data such as the following:

- performance data across multiple settings,
- behavior observations in multiple settings,
- adaptive behavior, and
- continuous assessment of progress on IEP objectives.

Members of the IEP team must agree that the student will participate in the Rhode Island Alternate Assessment. Students who might qualify have several characteristics. A student participating in the alternate assessment must have a current IEP. The student's cognitive ability and adaptive skills prevent full involvement in the state-approved content standards even with program modifications and adaptations. Their cognitive ability and adaptive skills require extensive direct instruction in multiple settings to generalize skills necessary for functional application in school, work, home, and community environments.

The IEP team should not consider students solely because of excessive absences, visual or auditory disabilities, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, and economic differences. Those students do not qualify for the alternate assessment.

Participation in the Rhode Island Alternate Assessment must be documented on the IEP. The IEP team should reconsider the documentation each year to ensure that students have an opportunity to participate in the most appropriate assessment. Participation criteria checklists and any documentation should be placed in the student's special education folder.

Rhode Island Alternate Assessment Eligibility Criteria
2005-2006 School Year

Alternate Assessment is only for students who meet <u>all</u> of the criteria below.

Student Name _____   **Date:** _____   **DOB** _____

To verify that the student is eligible for the alternate assessment, the IEP Team has reviewed all important information about the student over years and settings (i.e., school, home, community), and has determined and documented that the student meets all the following criteria.

1. Yes _____ No _____   The student has a current IEP dated _____.

2. Yes _____ No _____   The student's general cognitive functioning and adaptive behavior in home, school, and community, is significantly below age expectations, even with program modifications and adaptations.
DOCUMENTATION _____

3. Yes _____ No _____   The student requires "intensive supports and continuous instruction" in multiple settings to acquire, apply, and transfer skills necessary to function in home, school, and community.
DOCUMENTATION _____

4. Yes _____ No _____   The student's level of educational performance is not primarily the result of excessive or extended absence, visual or auditory use, emotional-behavioral disabilities, specific learning disabilities, or social, cultural, economic, or language differences.
DOCUMENTATION _____

5. Yes _____ No _____   The student is unable to acquire academic skills "of the general curriculum frameworks" at age-appropriate minimal competency levels.
DOCUMENTATION _____

6. Yes _____ No _____   The student is unable to apply skills "in home, school, and community" without intensive frequent and individualized instruction in multiple settings.
DOCUMENTATION _____

7. Yes _____ No _____   The members of the IEP team agree that the student is eligible for the Alternate Assessment and should be excluded from the regular State Assessment.
DOCUMENTATION _____

8. Yes _____ No _____   Students' eligibility for Alternate Assessment is documented on the IEP.
DOCUMENTATION _____

Rhode Island Alternate Assessment Procedures

Below are the alternate assessment procedures teachers should review as they make plans to assess students. These procedures need to be followed to collect the types of evidence necessary to assess students. Review the list of procedures, and make sure that any questions about the procedures, the types of evidence to be collected, or the manner in which the evidence is presented are answered prior to beginning the alternate assessment process. Use of the forms in *this* manual is paramount to the development of the portfolio.

1. **Participate Actively in the Alternate Assessment Training Process**

2. **Thoroughly Review All Assessment Materials**
   Several documents and a training manual have been prepared to assist teachers in becoming familiar with the state's curriculum frameworks for the alternate assessment and the alternate assessment process.

3. **Determine the Composition of the Team That Will Assess the Student**
   A variety of adults (teachers, physical therapists, speech therapists, occupational therapists, teacher aides, job coaches, and others) have contact with the student, in school and out of school, and they may be able to participate in the assessment of the student. Parents/ guardians can also provide valuable insights. Since different persons can observe the student in different contexts, a variety of assessors could provide a more complete picture of student performance.

4. **Fully Inform All Participants About the Alternate Assessment**
   Others may be assisting in collecting information about the student. If they did not have an opportunity to attend the alternate assessment training session(s), make sure that they review the materials with persons who participated. This will help ensure that all participants are aware of why evidence of student performance is being gathered, the types of evidence needed, and the conditions for gathering such evidence. Make sure that all of their questions are answered.

5. **Review the Alternate Assessment Requirements**
   - Table of Contents provided in the student's binder
   - Portfolio Validation form provided in the student's binder
   - Evidence of the student's mode of communication throughout the portfolio
   - Student Schedule (in the student's mode of communication) and evidence of use, placed in the mathematic entry
   - Entries assessed at the student's grade level

   In grades 2, 3, 4, 5, 6, 7, 8 and 10 students are required to be assessed in the following content areas of the curriculum frameworks for the alternate assessment:

   - English Language Arts
   - Mathematics

   Consider how students can be accessed in multiple standards per content area.

6. **Consider How the Required Standards Can Be Taught**
   The alternate assessment is an ongoing reflection of daily instruction. The intent of the assessment is to ensure that students are provided access to meaningful standards-based instruction so that the assessment activities, which are embedded in this instruction, can take place.

7. **Determine Multiple Ways to Collect Evidence on Current Year's Forms**
   Alternate assessment evidence may be collected in a variety of ways. Examples of evidence that may be included in the portfolio include:
   - teacher data sheets, graphed with analysis
   - dated student work samples, including evidence of student self-evaluation
   - dated and captioned pictures.

   Review Chapter 4 and Appendix A for required evidence and supporting evidence guidelines.

8. **Determine How Performances will be Documented**
   Once the evidence collection strategies have been determined, decide how student performance will be documented. In addition to the teacher data sheets and student work samples, the student can be photographed. Teachers must also determine how multiple types of documentation will be collected and organized.

9. **Review the Scoring Rubric**
   Review the scoring rubrics to become familiar with the assessment dimensions and performance criteria.

10. **Collect Evidence of Student Performance As Instruction is Occurring**
    When developing lesson plans, it is important to plan opportunities for the collection of evidence. In this way, the gathering of performance evidence will not be separate from instruction.

11. **Complete the Necessary Entry Cover Sheets for the Evidence**
    Once the pieces of evidence have been selected to display in the portfolio, the lead educator should complete the entry cover sheet to document the skill(s) assessed by the piece of evidence and the conditions under which the evidence was gathered.

12. **Complete Additional Required Pieces for the Portfolio**
    When the collection and documentation of evidence for the alternate assessment portfolio is completed on the current and appropriate forms, teachers need to complete the Table of Contents. The student's mode of communication should be clearly evident in the instruction within each entry.

For more information about the Rhode Island Alternate Assessment contact:

Cynthia Corbridge, RIDE cynthia.corbridge@ride.ri.gov or 401-222-8497
Sue Dell, Sherlock Center sdell@ric.edu or 401- 456-8557
Pat DeToro, Measured Progress pdetoro@measuredprogress.org or 1-800-431-8901 x 2215
John Cunningham, Measured Progress jcunningham@measuredprogress.org or 1-866-834-8880

Rhode Island Alternate Assessment Contents and Rubric

Alternate Portfolio Assessment Contents

A completed portfolio will include:

- **A Table of Contents**, which is provided within the structured binder given to teachers for each student. The Table of Contents for the student's portfolio may represent the student's present mode of communication; written, dictated to a peer scribe, pictorial, audio taped, or inferred by a peer. The Table of Contents can reflect the student's participation in the construction of the portfolio.

- **A Portfolio Validation Form**, which validates the contents of the portfolio, is signed by the teacher, parent and principal. If the parent or caregiver has been notified several times but has not made arrangements to see the assessment, documentation of the notices may be placed in the assessment in lieu of a letter from the parent.

- **An Individualized Student Schedule** is placed in the mathematics entry. The schedule must include evidence that the student *uses* the schedule, and must also include a teacher's description of the schedule to evidence how the student is following a schedule or pattern for the school day. Evidence could include data collected on an object/symbol schedule or checked/stamped/marked picture schedules. Some students may use calendars and these should be clearly used by the student. The student schedule, evidencing the math standard of Patterns and Functions is placed at the beginning of the math entry. If no schedule is provided, the math entry score will be impacted.

- **Student's Present Mode of Communication.** Formal communication instruction must be consistently evident throughout the portfolio entries. Communication instruction must be evident in all entries. The student must be "reading or denoting meaning" through pictures, signs, symbols, gestures, eye gaze, touch, objects, or words.

  - If the student's mode of communication is stated as verbal, there must be instruction in pictures, signs, symbols, gestures, objects, or words.

  - If student work samples (PME) have a notation indicating that the teacher has marked the form for the student, check the Mode of Communication statement on page two of the Entry Cover Sheet to see if instructions for number one of the "First Steps" above have been followed. The student should also have communication instruction embedded in the steps monitored by the task analysis.

  - If the student is visually impaired and is instructed with a Format 2 Plan, Monitor, and Evaluate Sheet, communication instruction must be embedded in the steps monitored.

- **Each entry should include the following 4 data points of evidence:**

The **1st data point** contains evidence taken from the start of the school year to November 1.

The **2nd data point** contains evidence taken from November 2 to mid-December.

The **3rd data point** contains evidence taken from mid-December to March 1.

The **4th data point** contains evidence taken from March 2 to May 12.

Two Entries, which represent skills instructed in the content areas, are required for each grade level assessed. Each entry will include a cover sheet, and evidence of student progress within the context of the Rhode Island Standards. Evidence will include four data points from throughout the year.

Rhode Island Alternate Assessment
Content Areas Assessed by Grade – The student's grade level designation is determined by the IEP team.

Content Area	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
English Language Arts	X	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X	X
Total	2	2	2	2	2	2	2	2

- ❑ Data point dates may vary and, if clearly marked and dated, will be accepted.
- ❑ For those entries that include fewer than four data points, the entry is still scored based on the evidence provided.
- ❑ Data points should include a minimum of 3 days of data for effective analysis.

RHODE ISLAND SCORING RUBRIC

Part I: Student Progress

Dimensions	0 points	2 points	4 points	6 points	8 points
Student Progress	Little evidence of student work on targeted skills that are meaningful in current and future environments.	Student work indicates progress on specifically targeted skills, supported by data within 2 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 3 out of 4 data points and demonstrates increased difficulty within 2 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 3 out of 4 data points and demonstrates increased difficulty within 3 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 4 out of 4 data points and demonstrates increased difficulty within 3 out of 4 data points.

Part II: Program Opportunities

Dimensions	1 point	2 points	3 points
Standards	Little evidence that the student's targeted skill is taught within standards-based activities.	Student's specifically targeted skill is practiced within activities from at least 3 standards.	Student's specifically targeted skill is practiced within activities from at least 5 standards.
Settings	Skill is taught primarily within 1 to 2 settings.	Skill is taught within 3 to 4 settings.	Skill is taught within 5 settings, one of which must be with typical peers or in the community.
Interactions	Student social interactions with non-disabled peers are nonexistent.	Student social interactions with non-disabled peers are in most of the data points.	Student social interactions with non-disabled peers in all of the 4 data points.
Performance	Evidence provided shows no program opportunities to plan, monitor and evaluate.	Evidence provided shows some program opportunities for the student to do the following: __Planning __Monitoring __Evaluates Progress __Evaluation is used to improve performance.	Evidence provided in all data points shows program opportunities for the student to do all of the following: __Planning __Monitoring __Evaluates Progress __Evaluation is used to improve performance.
Supports	Little evidence of community or peer support. Use of adaptations, or modifications or assistive technology is limited.	Community and/or peer support, and adaptations, or modifications or assistive technology is evident in most of the data points.	Community and/or peer support, and adaptations, or modifications or assistive technology is evident in all of the 4 data points.

The following elaboration and clarifications to the scoring rubric are given as guides in assigning the correct score to a portfolio. These clarifications are derived from the key language in the scoring rubric.

Part I: **This section of the scoring rubric measures student progress on a functional targeted skill that is taught in the context of the state curriculum frameworks.**

Student Progress Dimension:

Student Progress	Little evidence of student work on targeted skills that are meaningful in current and future environments.	Student work indicates progress on specifically targeted skills, supported by data within 2 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 3 out of 4 data points and demonstrates increased difficulty within 2 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 3 out of 4 data points and demonstrates increased difficulty within 3 out of 4 data points.	Student work indicates progress on specifically targeted skills, supported by data within 4 out of 4 data points and demonstrates increased difficulty within 3 out of 4 data points.

Student progress – is documented by data collection and graphed within a data point on the forms provided in Appendix A or through ProFile.

Targeted Skill:
- The teacher has clearly identified what the student is to learn within an entry.
- There is evidence that learning has occurred via instructional program data and supported by *actual* student work.
- Evidence of *only one* targeted skill is provided and only one targeted skill is scored.
- Teachers are strongly encouraged to select a targeted skill that is consistent with the student's IEP objective.
- Do not use the same targeted skill for ELA and mathematics entries.
- A targeted skill must be *measurable and observable behavior clearly related to the content standard* (i.e. counting numbers 1-10; following a three-step task analysis to greet a friend; using a switch to make a choice between two options).
- Targeted skills must be practiced *within meaningful activities* (i.e. counting numbers 1-10 to pass out cups to students in the class; using a switch to make a choice between two musical instruments choices in music class.)

A skill is a measurable, observable behavior such as: counting numbers one through ten, reading with pictures, following three-step picture directions, using a switch to communicate a choice between two activities.

An activity is the context in which the skill is practiced. For example, if the student's targeted skill is to count from one to ten, then some of the natural times during the school day when the student could practice this skill could be counting out how many papers or cups to pass out to the class during an art activity, counting how many cups of flour are needed during a cooking activity, or counting out dollar bills while making a purchase in the community.
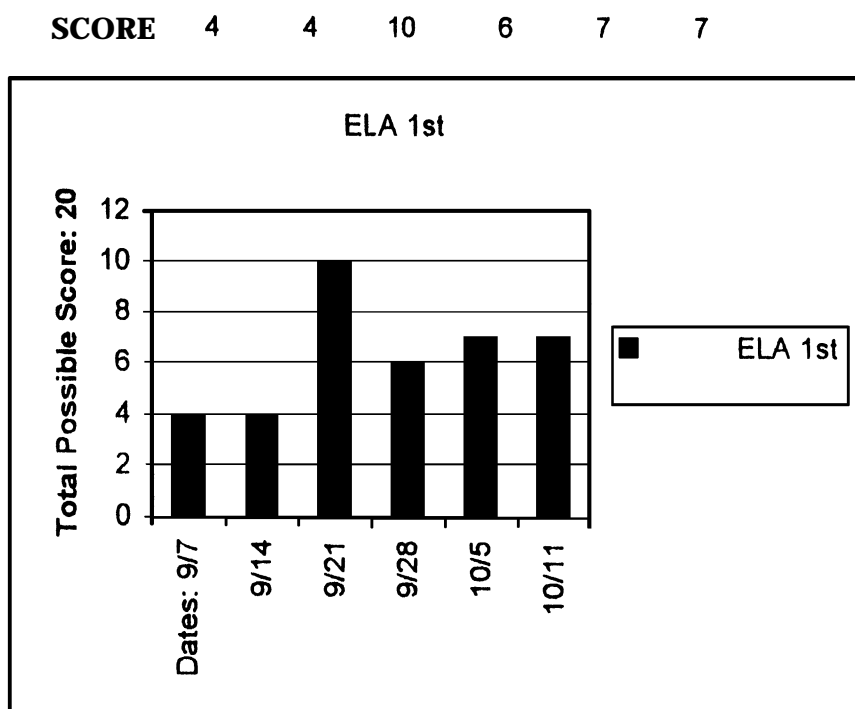
Data:

❑ Data must be graphed both within each data point and across the school year. If progress is not clear through any of the graphs included, then there is no progress and the score is 0. (Examples 1 and 2 that follow demonstrate progress.)

❑ Graphs should be clearly labeled with dates, data legend, and axis labels so that the information can be clearly interpreted.

❑ Data that start with the student performing at 100% and end at 100% do not reflect progress.

❑ Watch for "spikes." They will not be scored as progress (see Example 3).

❑ Data Collection Sheets are used to score progress. Progress is determined within a data point.

Examples: Data Collection showing Progress

Example 1 shows steady progress on the task analysis steps across the data point.

Example 1

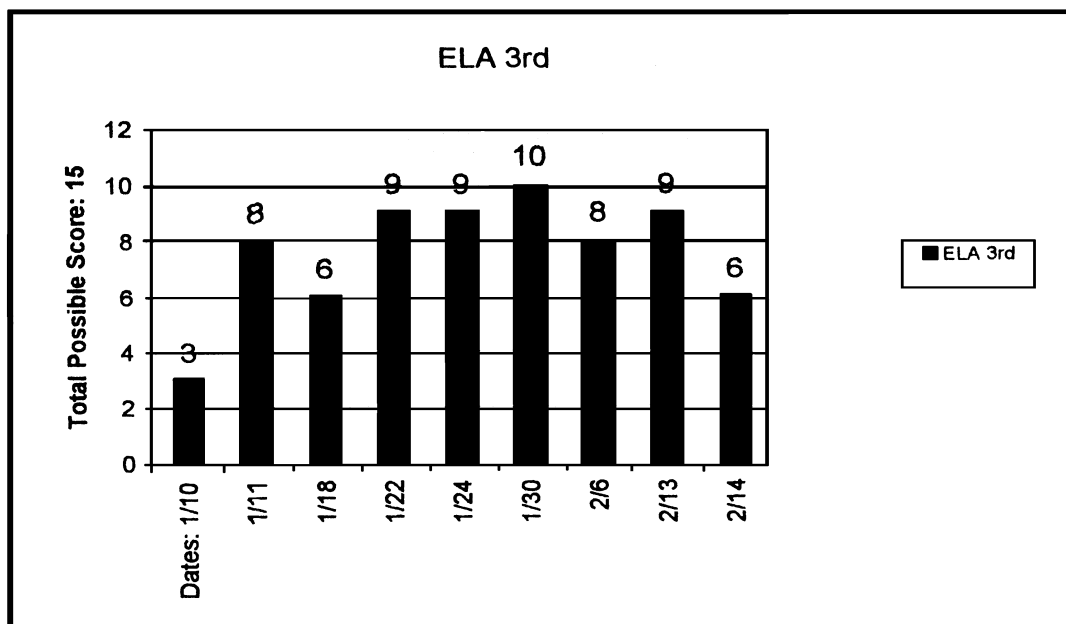SCORE   4   4   10   6   7   7

Example 2 shows the student making progress inconsistently across the first data point in this English Language Arts entry but generally making progress from the baseline to the end of the data collection period.

Example 2

SCORE   8   6   9   9   10   8   9   6

ELA 3rd

Example 3 shows little to no progress across the third data point in this English Language Arts entry except for one spike on November 8. A spike occurs when a single day of data represents an improvement without maintaining an improvement on subsequent days of data. This would be scored as no progress at Level 1.

Example 3

Graphs for Data Collection
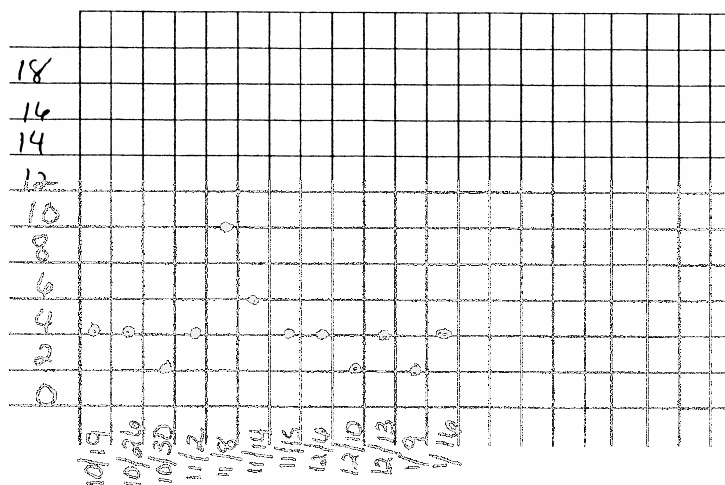
Data Point 1 ②3 4 (circle one)

Dates: From ___10|19___ to ___1/16___

Student name: Joe

Targeted skill:
eye gaze to objects
to make a choice

This document may be downloaded from
http://www.measuredprogress.org/clients/RhodeIsland

Increased difficulty – After reviewing student data and after student progress is documented, a teacher changes standards-based instruction to further challenge the student. This expanded challenge is considered *increased difficulty*. The first time data is taken after increasing the difficulty is referred to as *baseline data*. Increased level of difficulty could be:

- Increased difficulty is scored by evidence of a change in instructional expectations that is clearly reflected in the task analysis/data collection sheet. Increased difficulty reflects the next logical step in instruction on the targeted skill.
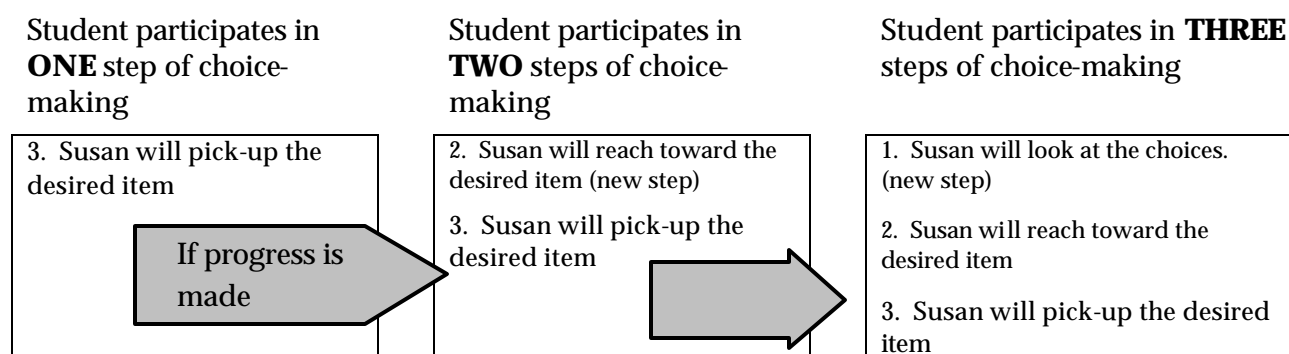
  For example, if the student's targeted skill is to improve reading skills using picture symbols, the task analysis/data collection sheet should be a list of picture symbols learned. As the student gains proficiency with the first word list, the teacher would analyze the data to see when to begin adding new words. The changes in the word/picture list as new words are added would indicate increased difficulty (see Examples 4, 5 and 6 that follow).

- Demonstrated through an increased number of steps within a data point and also increased in the following data points.

Example: Adding Steps to Increase the Difficulty of Skill Instruction
A student's targeted skill is to increase their independence in choice making.
The example below demonstrates *backward shaping* where a student focuses on the last step and then adds prior steps.

Student participates in **ONE** step of choice-making	Student participates in **TWO** steps of choice-making	Student participates in **THREE** steps of choice-making
3. Susan will pick-up the desired item	2. Susan will reach toward the desired item (new step) 3. Susan will pick-up the desired item	1. Susan will look at the choices. (new step) 2. Susan will reach toward the desired item 3. Susan will pick-up the desired item

If progress is made →

Examples 4 and 5 on the following pages reflect increased difficulty.

Example 4

Example 4 reflects progress on the task analysis of a counting skill

Mathematics: Task Analysis Data Sheet
Data Point **1**

Student: Jacob Smart   **Targeted Skill:** Count groups of items (1-3)

	TASK ANALYSIS	9/24	9/30	10/6	10/13	10/20	10/27	
1	Look at items to be counted	3	3	3	4	4	4	
2	Count desired number of objects **(groups of 1-3)**	2	2	3	2	4	4	
3	Give objects to helper	3	3	4	4	3	3	
	TOTAL SCORE	**8**	**8**	**10**	**10**	**11**	**11**	
	Total Possible Points	12	12	12	12	12	12	
	%	75	75	83	83	92	92	
	Setting Code:	C	C	CA	O	C	CA	

(Dates)

Prompt Code: 4 = Independent
3 = Verbal Prompt
2 = Physical Prompt
1 = Hand over hand/Total Assistance
0 = Refusal

Setting Code:
C = Classroom
CA = Cafeteria
O = Office

Example 5

In the second data point task analysis, Example 5, the student demonstrates increased difficulty by expanding the counting from groups 1-3 to groups 1-4.

Mathematics: Task Analysis Data Sheet

Data Point **2**

Student: Jacob Smart   **Targeted Skill:** Count groups of items (1-4)

	TASK ANALYSIS	11/4	11/11	11/20	11/24	12/5	12/12	
1	Look at items to be counted	4	4	4	4	4	4	
2	Count desired number of objects **(groups of 1-4)**	3	2	3	2	4	4	
3	Give objects to helper	3	3	4	4	3	3	
	TOTAL SCORE	**10**	**9**	**11**	**10**	**11**	**11**	
	Total Possible Points	12	12	12	12	12	12	
	%	83	75	92	83	92	92	
	Setting Code:	C	C	CA	O	C	CA	

Dates

Prompt Code:	**Setting Code:**
4 = Independent	**C= Classroom**
3 = Verbal Prompt	**CA = Cafeteria**
2 = Physical Prompt	**O= Office**
1 = Hand over hand/Total Assistance	
0 = Refusal	

Example 6

Example 6 shows how the teacher added complexity to the task analysis within the data point as the student gained some proficiency. The student did not have to master all the steps before the teacher added others. On 11/26 the teacher added Step 5: activating an augmentative communication device as part of the student's task analysis.

Teacher Data Collection Sheet

2nd

Studen   Content Area: English/Language Arts

IEP Objective: The student will use symbols to: a. generate communication, b. request something, c. answer questions.

Targeted Skill: will use symbols to communicate, with 75% accuracy independently.

Documentation Codes/Values: I = Independent (4)   V = verbal cue (3)   S = symbol & verbal cue (2)   H = hand over hand (1)

Dates	Baseline 10/25/01	10/30/01	11/7/01	11/16/01	11/26/01	12/3/01	12/12/01	12/19/01			
1 Focus on objects, choice of 3	V	V	V	V	I	I	I	I			
2 Choose objects, choice of 3	H	V	V	V	V	V	S	V			
3 Focus on symbols, choice of 3	H	H	S	S	V	V	V	V			
4 Identify object symbol, 3 choice	H	H	H	S	S	S	S	S			
5 Activate communication device					H	H	S	S			
6 Focus on objects, choice of 4											
7 Choose objects, choice of 4											
8 Identify object symbol, 4 choice											
9 Activate communication device											
10											
Settings Code:	Bowling		HS	K-Mart	DL	Hyatt	"	Campus			
Total Score / Total Possible	6/16	8/16	9/16	10/16	13/20	13/20	12/20	14/20			
Percentage Independent	38%	50%	56%	60%	65%	65%	65%	70%			

Settings:
C=Special Ed Classroom   A=Apartment
L = Cafeteria/Lunchroom   PG= Playground
MC = Library/Media Center   DL= Daily Living Class
A = Art Classroom   WA= Work Adjustment Class
MU = Music Classroom   OT= Occupational Therapy
PE = Physical Education   SP= Speech Therapy
K = Kitchen   PT= Physical Therapy

Activities:
10/25: Using symbols to choose activity during inclusion activity at Lanes Bowling, chose "to bowl."
10/30: Using symbols to select Halloween treat, sucker & candy bar, during peer inclusion activity on school campus.
11/07: Symbols used to select activity ... High, chose machinery.
11/16: Object/symbol selection of item to purchase, chose pepperoni.
11/26: Objects/symbols/Tri-Responder used to select ... cookies, "treat" chosen.
12/3: Objects & symbols to choose activity during ... Hotel Tree Festival, Tell-Tree communication device use introduced.
12/12: Talk-Trac symbol communicator used to select restaurant during trip to Mall, selected McDonald's from choice of 3.
12/19: Hawk used to identify a select school staff to deliver class-made gifts to, chose principal & name.

Part II Program Opportunities: **This portion of the scoring rubric measures the opportunities for meaningful standards-based instruction afforded to the student by the school's program.**

Standards Dimension:

Standards	Little evidence that the student's targeted skill is taught within standards-based activities.	Student's specifically targeted skill is practiced within activities from at least 3 standards.	Student's specifically targeted skill is practiced within activities from at least 5 standards.

The English Language Arts and Mathematics entries are scored with evidence of instruction based on a total of 5 standards per entry. Each entry must evidence a required standard and 4 additional standards. The targeted skill must be taught within standards-based activities should encompass five standards for maximum scoring.

English Language Arts Curriculum Frameworks for Alternate Assessment

---

REQUIRED STANDARD:
Standard 1:
Communication: *All students will be effective communicators in varied settings and for varied purposes. (Using pictures, sign, symbols/objects, and/or words to express needs in a variety of settings).*

And any *four* of the following ELA Standards:

Standard 2: Response to Text: All students will demonstrate the ability to understand and respond to a wide variety of text. (Reads environmental, pictorial print)

Standard 3: Creation and Presentation of Text: All students will compose clear text in a variety of forms for many purposes. (Constructs printed, pictorial messages; uses personal signature)

Standard 4: Student Voice: All students will demonstrate the power and effectiveness of voice through the language arts. (Communicates basic needs)

Standard 6: Inquiry and Technology: All students will investigate issues and problems using a variety of current and emerging technologies in school and work settings. (Uses adaptive technology to control environment, communicate)

Standard 8: Literacy and the Community: All students will develop and apply their language

---

skills using the community as a learning laboratory. (Requests assistance in the community)

Standard 9: Language Arts and Citizenship: All students will use language effectively and responsibly as members of a democratic society. (Functions effectively in a wide variety of group settings and activities)

Mathematics Curriculum Frameworks for Alternate Assessment

REQUIRED STANDARD:
Standard 5: *Required in each group*
Number Sense and Number Systems:(one to one correspondence)

And any *four* **of the following Mathematics Standards***:*

Standard 1: Problem Solving: (Problem solves in new and novel situations, making choices)

Standard 2: Communication: (Uses pictures, symbols/objects to denote meaning from numbers, money)

Standard 4: Connections: (Budgets own money, makes purchases in the community)

Standard 7: Measurement: (Understands concepts of more, stop, matches objects by size or shape)

Standard 9: Patterns, Relations, and Algebra: (Follows/manages own schedule, predicts next event)

The targeted skill should be directly linked to content standards and standards-based activities. Multiple-activity instruction includes those natural and academic activities where the targeted skill is most often used. Evidence of student work is used to score this dimension (student work sheets, captioned photographs, PME Sheets).

Age appropriate – the degree to which the skills taught, the activities and materials selected, and the language used reflects the chronological age of the student.

Settings Dimension:

Settings	Skill is taught primarily within 1 to 2 settings.	Skill is taught within 3 to 4 settings.	Skill is taught within 5 settings, one of which must be with typical peers or in the community.

Settings – instructional environments in schools and in the community that support the targeted skill.

Typical peers – for students younger than 16, a typical peer is defined as a student without an identified cognitive disability who is within a two-year age span of the disabled student. For students age 16 or older, a typical peer is an individual age 14 or older, including adults in the community.

Setting considerations:

❑ All supporting evidence must be dated, captioned, and relate to the targeted skill. Dates must match dates on the data collection sheet.

❑ For a setting to be scored with typical peers, evidence must be provided that shows a peer signature, peer note, a dated picture with a peer caption, or a picture of the setting including typical peers and the student and captioned by the regular teacher, or a note from the regular teacher in the setting.

❑ Students with significant disabilities need opportunities to practice skills where they are naturally used because they do not generalize instruction across settings. For elementary students, it is often more age appropriate to have instruction in settings around the school than to do community training. School settings include places in a regular school such as the library, the cafeteria, a general education classroom, the gym etc. Student should also have opportunities for interaction with non-disabled peers, as non-disabled peers can be natural supports within the school.

At the middle and high school level, a combination of school settings and community based trainings provide students with age appropriate opportunities to generalize skills.

❑ There must be a correlation between data collected on PME sheets and/or data collection sheet and the dated, captioned pictures. The pictures 'support' the settings listed in the evidence and cannot stand alone.

❑ Similar settings are counted as one setting (i.e., Bess Eaton & Dunkin, Burger King & Wendys & Walts, TGI Friday & Applebees.)

❑ If settings are listed on the entry cover sheet or data sheet but not supported with additional evidence within the entry, they do not count.

Interactions Dimension:

Interactions	Student social interactions with non-disabled peers are nonexistent.	Student social interactions with non-disabled peers are in most of the data points.	Student social interactions with non-disabled peers in all of the 4 data points.

Appropriate Social Interactions – interactions that reflect the chronological age of the student; interactions that facilitate/evidence positive behavior, communication, thoughtfulness, listening, sharing, common likes/dislikes, and trust.

Interactions with peers – presented in the portfolio are sustained over time (i.e., the peer interacts with the student on a regular basis). Teachers may first need to facilitate friendships

with planned interactions such as *Circle of Friends* (Forest & Pearpoint, 1992), in order to reach mutual friendships at a later time. Students who are sharing activities over time have the opportunity to experience reciprocated relationships.

Performance Dimension:

Performance	Evidence provided shows no program opportunities to plan, monitor and evaluate.	Evidence provided shows some program opportunities for the student to do the following: __Planning __Monitoring __Evaluates Progress __Evaluation is used to improve performance.	Evidence provided in all data points shows program opportunities for the student to do all of the following: __Planning __Monitoring __Evaluates Progress __Evaluation is used to improve performance.

Student planning, monitoring, evaluating, and extending performance using evaluation – Entry evidence at each grade level shows how the program offers the student opportunities to plan, monitor, evaluate, and use his/her evaluation to improve or focus on improvement. Student monitoring is documented by Planning, Monitoring and Evaluation sheets (PME) (see examples 7 and 8). These PME sheets must be formatted to highlight the student's current communication system. For example, if a student uses a picture to communicate, the PME sheet must use pictures to convey information. The PME sheet may also indicate the level and type of peer assistance the student receives.

If the student is communicating through objects and pictures or cannot physically mark the sheet, the teacher will note that and mark the sheet for the student. Hand-over-hand instruction or partial participation evidence would score the same as full participation because the student had opportunities and access to structured instruction. Students with visual disabilities may use Format 2 of the PME sheet shown in the manual (see page 66).

Meaningful/functional – the degree to which an activity has meaning for a student in current or future environments and results in increased capacity or independence. Meaningful/functional skill instruction is based upon a student's needs in his/her home, school, community, and workplace.

Planning/Choice – the entry documents opportunities for student decision making about ways to go about complex activities (i.e., notes and gathers needed articles for community-based instruction, eye gazes to choose between two pictures of classmates to work with, collects information about specific, community-based recreation activities in order to arrange transportation, surveys class members with a picture list to determine refreshments for school dance). Planning must be done as much as possible by the student and should relate to the targeted skill/IEP objective and the specific standards-based activity. For example, planning or choice may include:

- materials (counters, book, computer …)
- methods (using a model, listening …)
- places (stander, computer lab, hall …)
- supports (with a friend, group …)

Monitoring – maintains record of performance of activity or of steps within the activity (i.e., checks off tasks performed at work or in school job, checks off weekly scheduled tasks). Monitoring must be done as much as possible by the student and should relate to the targeted skill/IEP objective.

Evaluation – the student identifies/describes those steps in an activity that were performed well and those that need improvement. Evaluation must be an integral part of daily instruction, not occurring only at the end of an entry. In order to extend performance (Using Evaluation), there must be evidence that the student identified what he/she needed to improve and that there was focused effort shown to improve on that skill/item the next time. The evaluation must be done as much as possible by the student and must relate to the targeted skill/IEP objective. For example, on a self-monitoring task sheet, the skill that needed improvement would be circled or highlighted and discussed before the task begins. If a skill is repeatedly highlighted, new instructional strategies might be needed, and might be included in the entry.

Suggestions for Plan/Monitor/Evaluate:

- Student planning/monitoring/evaluating is most easily documented by Planning, Monitoring, and Evaluating Sheets. These evaluation sheets should be formatted to highlight the student's current communication system in order for the instructional process to be meaningful for the student.

- Using the term "participates" within the targeted skill does not lead to evidence that shows what the student is expected to learn. Use skill language that is measurable and observable. This will make it easier to develop student plan/monitor/evaluating sheets.

- The targeted skill must be documented primarily by student work and instructional data and could be supported by peer narratives, videos, or captioned photos.

- "Rich" entries (i.e., English/Language Arts entry with a targeted skill in writing might include journal entries, spelling tests, book reports, handwritten daily schedules, computer e-mail, grocery lists, addressed envelopes, written posters for stations in physical education, directions to the mall, personal telephone/address books) are more likely to show evidence of instruction toward the achievement of state standards. Even though entries may document targeted skill/IEP objectives, progress, planning/monitoring/evaluation, and extending evaluation, limited evidence of instruction/performance towards the achievement of the state standards could affect the score on the assessment. **The state standards are the driving force behind instruction, entry evidence, and portfolio products.**

This dimension is documented by either

- **Planning, Monitoring and Evaluation Sheets** - These evaluation sheets should also be formatted to highlight the student's current communication system. The evaluation sheet may also document the level and type of peer assistance.

OR

- *For those students with a visual impairment*, use Planning, Monitoring, and Evaluation Sheets, Format 2, which include all the components of Planning, Monitoring, and Evaluation and using evaluation to extend performance. This type of Planning, Monitoring and Evaluation sheet is in addition to and derived from the task analysis. See Example 9 for directions and a sample.

- To score monitoring, the scorer must see evidence that steps in the activity are checked, stamped or marked off and that the steps are related to the skill. For example, if the student's targeted skill is to make a purchase, then the monitored steps checked off for that student may be 1. Do I have my wallet? 2. Do I have enough money? 3. Did I find what I want to buy? 4. Did I pay? 5. Did I wait for change? These are the student's universal steps to making a purchase and used wherever a purchase is made so that he or she can generalize.

- If the evidence only includes a statement for the student to indicate if he did a good job, it must be scored as evidence of evaluation, not monitoring.

Example 7

Plan/Monitor/Evaluate

Content Area: Language Arts
Targeted Skill: Use obejects and/or pictures to make choices.
Activity: _Makig Pumpkin Bags_   Location: _Classroom_

Name: **Date:** _10/26_

Using Evaluation

Today, I need to work on: [looking]   [touching]

Planning/Choice

I Choose: [glue stick]   [draw]

Glue face on Punah   Draw face on Pumpkin

How I did today: By Myself   I Needed Help

Monitor

| looking | ☺ | |
| touching | ☺ | |

Evaluation

I need to work harder on: [looking]   [touching]

Completed by teacher w/ Student

Example 8

Plan / Monitor / Evaluate

Content Area: Math   Location _____ Science Center

Target skill _____ will identify and use numbers.

Activity: Identifying and using # 1 and 2 to select floors for elevator ride to vending area, introduction of # 2.

Name: Date: _____ 10/15/01 _____

Today I need to work harder on:

(Using Evaluation)

| point to 1 | touch 1 | use 1 | point to 2 |

I choose :

(Plan)

| vending | Coca-Cola | Sprite | Fanta |
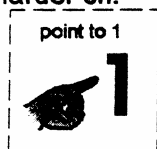
How I did today:

(Monitor)

	By Myself	I Needed Help
point to 1		
use 1		
point to 2		

Next time, I need to work harder on:

(Evaluate)

| point to 1 | use 1 | point to 2 |

Example 9

Form 2 of the Plan, Monitor, and Evaluate Sheet **For a student with a VISION IMPAIRMENT**

Students who are visually impaired with a significant cognitive disability who cannot benefit from a functional use of pictures may use **Form 2** of the Plan, Monitor, and Evaluate Sheets (PME).

All PME sheets are designed to involve the student in their learning and should reflect a student's mode of communication and level of understanding. This applies to students using Form 2 of the Plan, Monitor, and Evaluate Sheet. The way that the student is involved in the learning must be evident to have it count in scoring. The wording and description must reflect the perspective of the student.

Plan, Monitor, and Evaluate Sheets
Form 2: ONLY for students with visual impairments
1st 2nd 3rd 4th Data Point

DATE: _____

Student:
Targeted Skill: _____
Description of the
Activity _____

USING EVALUATION	Based on what I did last session, my helper will *tell me* what I need to work harder on. **I need to work harder on the following:** (✓ ALL)	
	Touch Choice #1	
	Grab Choice #1	
	Hand Choice to Partner	✓
PLAN	I made a **CHOICE** by touching the hand of the partner I want to work with. **Choice Made:**	
MONITOR	I know I did a "good job" on a skill when my partner pats my hand. **I did a "good job" on:** (✓ ALL)	
	Touch Choice #1	✓
	Grab Choice #1	✓
	Hand Choice to Partner	
EVALUATE	I will indicate I did a good job when I smile and make happy noises. (✓one)	
	I did a good job	
	I did not do a "good job"	

REFLECTING A STUDENT'S MODE OF COMMUNICATION USING FORM 2

For example:

USING EVALUATION:
My partner *tells me* what I need to work harder on.

PLAN/CHOICE:
I made a CHOICE by *touching the hand of the partner I want*.

MONITOR: I know I did a good job on a skill *when my partner pats my hand*.

You should *only* include the steps you are taking data on for each data point

EVALUATE: I show that I did a good

Key of Community Helpers or Peers

Signature _____ ☐ community helper ☐ peer

Comment _____

Setting: _____

WORKING TOWARD THE STANDARDS

Form 2 PME sheets for students who are visually impaired must have sufficient information to ensure a clear link to general education standards. A description of the activity is required and the PME sheet must reflect the activity. If a child's goal is to use an augmentative communication system to greet people, it is helpful to indicate the he *greeted the cashier at Stop and Shop*. Evidence of content-related information must be conveyed through the use of Form 2.

Support Dimension:

Supports	Little evidence of community or peer support. Use of adaptations, or modifications or assistive technology is limited.	Community and/or peer support, **and** adaptations, or modifications or assistive technology is evident in most of the data points.	Community and/or peer support, **and** adaptations, or modifications or assistive technology is evident in all of the 4 data points.

Support Dimension – consider the level of community and or peer support, AND adaptations, modifications, and assistive technology.

Support – demonstrates the use of adaptations/modifications/assistive technology that is provided during learning and that occurs during instruction. The degree to which peers/community people are utilized is also reflected. Support is provided to enhance any and all levels of independence. Support describes the assistance received by individuals not paid to provide education for the student (i.e. a teacher's aide cannot be considered a community support person because they are paid to provide special educational services to students.)

Programmatic Supports:

Adaptations – changes made to existing materials or instructional delivery in order to meet the needs of the student.

Assistive Technology – strategies used to assist students in developing and participating in meaningful academics, social relationships, and vocational activities. Assistive technology may range from low technology (i.e., unaided communication systems, sign language) to high technology (i.e., computers with switch interfaces, technology to assist with positioning, mobility, and recreation).

Modifications – substantial instructional changes in what a student is expected to learn and/or demonstrate (i.e., a regular student may have twenty spelling words on a test, while an alternate assessment student has five pictures on his/her test).

People Supports:

Natural Support – support provided by peers in the context of students learning together (i.e., doing a school job together, assisting the student in a regular class activity with or without differentiated outcomes, receiving assistance from a coworker at a community work site, or interpreting the student's communication response to the rest of their classmates). Support provided to all students in the context of regular education (i.e., instruction provided by education teacher, help given by a regular classroom volunteer, community worker using a student's adaptation within the context of a normally occurring interaction, or support from a collaborative special education teacher/assistant/therapist in an integrated setting that is consistent with support provided to all students).

Typical peers – for students younger than 16, a typical peer is defined as a student without an identified cognitive disability who is within a two-year age span of the disabled student. For students age 16 or older, a typical peer is an individual age 14 or older, including adults in the community.

Documentation/Scoring Suggestions for Support Dimension:

- If the student receives instruction in a regular education setting with the appropriate adaptations/modifications/assistive technology, documentation of any or all of these for the student will document natural support.

- Natural support in the community by service personnel must demonstrate the provision of assistance related to the targeted skill. A statement by a supermarket cashier describing the purchases made for a math skill (i.e., "She bought cereal using dollar bills" relates the community person to the skill of purchasing using dollar bills.

- Inclusion of peer work samples will serve to document "students learning together." Notes/comments from the regular education teacher(s) will help demonstrate natural support.

- Peer evaluations of student work should reflect how the peer thinks the student with disabilities feels about his/her performance, not how the peer feels about the performance. This fosters a more collaborative ("natural") effort, instead of the peer as an overseer ("tutor").

- Adaptations/modifications/assistive technologies do not have to be differentiated for scoring purposes, but their distinctions are essential for the provision of instruction.

Scoring considerations:

- ❑ If "community" is listed as a setting, it does not mean that the student is being taught to use people in the community for support. Evidence would be required to show if the student needed assistance and from whom and how he/she obtained it.

- ❑ The entry does not need to document all three types of programmatic supports (i.e., modifications, adaptations, and assistive technology), only those appropriate for the student.

- ❑ To score peer support, a peer signature is not enough. The peer would need to comment on how he/she helped the student in the activity. This evidence must be in an entry.

CHAPTER THREE

Standards and the IEP

Articulating Alternate Achievement Standards, Instructional Activities and IEP

Students participating in the alternate assessment are generally working on extensively modified content, alternate achievement standards/alternate assessment curriculum frameworks embedded into content area standards. It is the IEP team who determines that a student will be participating in the alternate assessment. With that participation determination, the IEP team has concluded that the child's access to the general curriculum will be through the alternate achievement standards/RI curriculum frameworks for alternate assessment.

This process of articulating alternate achievement standards/ RI curriculum frameworks for alternate assessment into instructional activities begins with the identification of student outcomes. These outcomes are the expectation of all students not just those with severe cognitive disabilities. Once outcomes and the corresponding targeted skills are decided, the teacher must determine which alternate achievement standard/RI curriculum frameworks for alternate assessment are the prioritized goal(s) for the student. The best way to determine this is a thorough understanding of the essence or critical function of the GLE/Alternate Achievement Standards.

The IEP team uses this knowledge to develop goals based on the alternate achievement standards/RI curriculum frameworks for alternate assessment. The team will develop objectives for the IEP goals. These objectives may be task analysis of the goal, modified content or access skills. These objectives may, at times, be used as a targeted skill in alternate assessment.

As the teacher develops an instructional activity, which may translate to a targeted skill for the alternate assessment portfolio, the teacher must reference back to the IEP objectives in order to ensure that the student is able to demonstrate learning and knowledge. The teacher should be able to assess the progress made on the IEP objective both for IEP accountability and the alternate assessment.

Developed by Carson/Grossi
RIDE/RITAP 2004
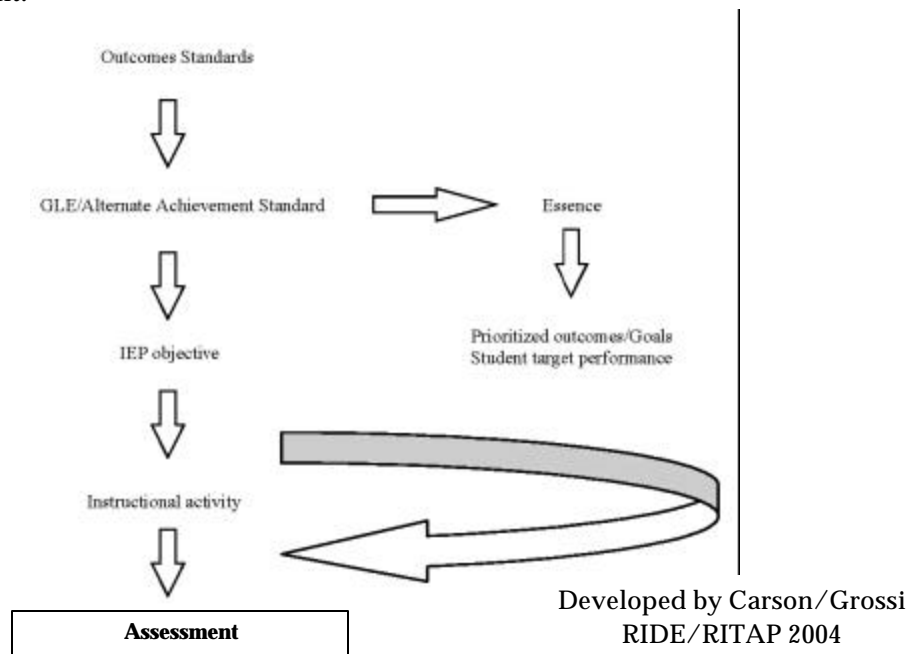
The following examples give some detail as to the ways in which academic instruction can be modified and adapted for students. The student has access to the general curriculum participates in the activities, and has some knowledge in the content area. They exemplify articulation of the standards in instructional activities and the IEP.

OUTCOME:
All students will be effective communicators in various settings and for varied purposes

RI CURRICULUM FRAMEWORKS FOR ALTERNATE ACHIEVEMENT STANDARDS:
- Listens, speaks, and uses non-verbal behavior to clarify and communicate meaning in social settings
- Uses language arts for self-understanding and personal expression

ESSENCE OF THE STANDARD:
 To use language effectively communicate

INSTRUCTIONAL ACTIVITIES:
A standards-based instructional elementary grade level activity could be a student presentation of information acquired from a visit to the aquarium.

Four ways in which students with disabilities can access this standard are as follows:

1. Shanika gives an oral presentation about the aquarium visit, as do her classmates (as written).
2. Jamie gives a presentation about the aquarium visit using her Intro-talker (alternate response form).
3. Juan names two to three photographs of the "sharks" and "rays" exhibit to a small group of three to four students (real world performance skills from extensively modified instruction on the standards).
4. When prompted by a peer, Anthony reaches/grasps to activate a switch, which in turn advances slides of the aquarium trip (embedded).

At the middle school level for the same standard, the standards-based activity could be that students modify their original presentation of a science project to parents when they explain it to a third-grade class.

The students demonstrate the standard in the following ways:

- Julie uses illustrations and simple terms to explain her science experiment to third graders (as written).
- Helga and her interpreter show an animated computer presentation to third graders (alternate response form).

- Kenneth actually demonstrates his experiment for third graders by reading key phrases from cue cards (performance skills from extensively modified instruction on the standards).
- Kim Lee uses big-button switches to identify magnetic and non-magnetic objects for a small group of students (embedded access skill).

All of these activities are based on the general curriculum and are age-appropriate for the student. Kenneth and Kim Lee are also working on skills that are functional in this context.

As these examples illustrate, the key to determining how students with disabilities participating in the alternate assessment address the standards is found in the general curriculum activities.

IEP OBJECTIVE OR TARGETED SKILLS:
In each example, the students are engaged in the same age-appropriate activity as their non-disabled peers. Shanika gives an oral presentation, as do typical students at this grade level. Jamie performs at the same level of complexity but uses an alternate format to give her presentation. Juan's performance is modified extensively, while Anthony is working on embedded communication and motor IEP objectives within this functional context.

OUTCOME:
All students will demonstrate the ability to understand and respond to a variety of texts.

RI CURRICULUM FRAMEWORKS FOR ALTERNATE ACHIEVEMENT STANDARDS:
- Responds to a variety of text
- Selects text for a variety of informational purposes

ESSENCE OF THE STANDARD:
Response to Text

INSTRUCTIONAL ACTIVITIES:
Class project of making a salt map

IEP OBJECTIVE OR TARGETED SKILLS:
Follow 3-step picture directions

OUTCOME:
All students will be effective communicators in varied setting and for varied purposes

RI CURRICULUM FRAMEWORKS FOR ALTERNATE ACHIEVEMENT STANDARDS:
- Listens, speaks, and uses non-verbal behavior to clarify and communicate meaning social settings

ESSENCE OF THE STANDARD:
Communication

INSTRUCTIONAL ACTIVITIES:
Playing a board game with a peer on the computer

IEP OBJECTIVE OR TARGETED SKILLS:
Follow 3-step picture directions

OUTCOME: All students will develop and apply their language skills using the community as a learning laboratory

RI CURRICULUM FRAMEWORKS FOR ALTERNATE ACHIEVEMENT STANDARDS:
- Identifies and explore school, community, and workplace resources and their issues
- Develops skills and knowledge in addressing school, community, and work issues

ESSENCE OF THE STANDARD:
Literacy in the Community

INSTRUCTIONAL ACTIVITIES:
Shopping trip to buy materials for class project, using picture list

IEP OBJECTIVE OR TARGETED SKILLS:
Follow 3-step picture directions

OUTCOME:
Number Sense and Operations

RI CURRICULUM FRAMEWORKS FOR ALTERNATE ACHIEVEMENT STANDARDS:
- Has an intuitive understanding of whole numbers
- Develops number meaning by exploring number relationships through counting, comparing, estimating, ordering, grouping or patterning
- Constructs physical models to represent and demonstrates understanding of whole numbers, integers, fractions and decimals

ESSENCE OF THE STANDARD:
Number Sense and Number Operations

INSTRUCTIONAL ACTIVITIES:
- Plays a board game with a peer
- Delivers paper to rooms around the school using numbers
- Charts scores for major league team

- Shops for and buys school supplies

IEP OBJECTIVE OR TARGETED SKILLS:
Count from 1 to 20

Addressing the General Curriculum through Access Skills

Access skills are those skills that allow the student to participate in standards-based activities or provide access to the curriculum. If access skills are used as part of the alternate assessment, they cannot be taught in isolation; but must be part of standards-based curriculum. Although there may be IEP goals that are essential to a student's program (e.g., self-help, behavioral), they should not be selected as targeted skills for the alternate assessment. Select the access skills that can be embedded in academic standards-based instruction. All IEP goals and objectives can be the subject of ongoing special education instruction, progress reporting, annual reviews, student evaluations, and three-year reevaluations; however, they may or may not be the subject of an alternate assessment.

The following are some of the access skills that can be embedded in academic instruction to provide access to the general curriculum.

<u>**Social Skills**</u>

Initiate or join activity
Self-regulate behaviors
Express emotions
Follow rules
Provide positive/negative feedback to others
Respond to cues
Provide information/offer assistance
Request/accept assistance
Indicate preference/make choices
Cope with negative situations
Terminate/withdraw from an interaction or activity

<u>**Communication Skills**</u>

Acknowledge a person's arrival/departure
Provide comments and descriptions
Request the attention of others
Request assistance
Express needs/wants through physical activity or communication system
Indicate acceptance/rejection of an object
Communicate choice/preference
Pay direct attention to person/object
Take turns

Recognize cause and effect of physical actions
Express ideas, beliefs, and emotions nonverbally, such as through visual art, music, role-playing, or body movement

Motor Skills

Assume and maintain posture and position
Travel from one location to another (mobility)
Use hands or utensils to reach, grasp, retrieve, and release objects (fine motor skills/manipulation)
Speak, eat, drink, and swallow (oral motor functions)
Fix and shift eye gaze, orient, scan (visual functions

Collecting Authentic Student Performance Evidence

Authentic Assessments

Authentic assessments require the student to generate a response rather than choose a response. This response is naturally embedded in real-life or functional context. However, it is important to note that not all performance-based assessments are authentic. For example, in an assessment situation, a teacher may ask a student to name the color blocks or draw a person. Even though the teacher is asking the student to perform a task, the context for naming the colors or drawing a person is contrived. These traditional assessments typically fail to assess whether a student with cognitive disabilities can in fact perform these particular skills because there is lack of a meaningful natural context. If the teacher really wants to know if the student can draw a person or name colors, then he or she must observe the student drawing a picture of a family member or choosing to wear the blue pants and the red shirt.

Collecting multiple observational data over time can be challenging, particularly if the observer is unclear about what he or she should be observing. The first section outlines steps for collecting student performance data that is considered a primary data source. The second section discusses the steps required to collect authentic student products or work samples, also considered a primary data source. Supporting sources are data that can provide important contextual information that triangulates or clarifies the student performance.

Collecting Primary Data

Clearly define the targeted skill to be observed. A skill is a measurable, observable behavior.
The targeted skill in each of these examples has been underlined. These can come from the student's IEP.

> Chantal will <u>reach and grasp an object to communicate her desired choice</u> in four out of five opportunities over three consecutive days.

> Jeremy will <u>write his name legibly</u> in four out of five opportunities over five consecutive days.

> Andrea will <u>count</u> her change correctly and independently three out of three times.

> Enrique will <u>read</u> the directions correctly and independently five out of five opportunities.

Define the criterion for an acceptable performance.
The criterion in each of these examples has been underlined.

> Chantal will reach and grasp an object to communicate her desired choice in <u>four out of five times over three consecutive days</u>.

> Jeremy will write his name legibly in <u>four out of five times or 80% of the opportunities</u>.

> Andrea will count from 1 to 6 correctly<u> and independently four out of five trips to the store</u>.

Enrique will read the directions correctly <u>five out of five opportunities over three consecutive days</u>.

List activities in which the student will perform the targeted skill.
Sample activities are underlined.

Chantal will reach and grasp an object to communicate her desired choice in four out of five times over three consecutive days in the following activities: <u>reading, selecting the ingredient she wants to use in a cooking activity, selecting her choice of markers or stamps, selecting a friend to work with in math class, selecting what seat she wants to sit in during a reading group.</u>

Jeremy will write his name legibly in four out of five opportunities in the following activities: <u>filling out a job application, signing in for attendance, putting his name on an art project, filling out an application for a library card.</u>

Andrea will count from 1 to 6 three out of three times for three opportunities in the following activities: <u>purchasing a drink at the vending machine, using a ruler to measure out ribbon, counting out 3 cups of water for a recipe.</u>

Enrique will read the directions correctly five out of five opportunities in the following activities: <u>prepare a snack, assemble a model, fill out a form, use a vending machine, use an appliance.</u>

Determine an appropriate systematic instructional technique.

There are many prompt systems used depending on the needs of the student and the individualized instruction. For example, students learning several picture/work symbols, the data collection sheet may list each symbol and the key to the data would be a + or a – to denote if the student can read the symbol.

The following is an example of a prompting scale:

No Assistance 5	Repeat Cues 4	General Prompts 3	Specific Prompts 2	No Response 1
Student does not engage even when provided with extensive prompting assistance.	Provide specific verbal prompt, model the appropriate response, provide forced choice, provide hand/hand assistance.	Performs skill with elaboration on directions or demonstrating a similar response.	Performs the skill with a repetition of cues or refocusing attention.	Student performs the skill without assistance.

An alternative prompting system:

No Assistance 3	Prompts Given 2	Refusal 1
Student does not engage even when provided with extensive prompting assistance.	Performs skill with verbal or physical prompts provided.	Refused to perform the skill.

No Assistance 5	Repeat Cues 4	General Prompts 3	Specific Prompts 2	No Response 1
Student does not engage even when provided with extensive prompting assistance.	Provide specific verbal prompt, model the appropriate response, provide forced choice, provide hand/hand assistance.	Performs skill with elaboration on directions or demonstrating a similar response.	Performs the skill with a repetition of cues or refocusing attention.	Student performs the skill without assistance.

Correct Response 1	Incorrect 0

Design a data collection sheet and collect the data.

A data collection sheet includes a step-by-step list of skills needed to accomplish the objective. It should also include: a prompt key, a description of the standards based activities in which the skill was practiced, the settings in which instruction occurred, and dates of data collection. Data is collected once every week with baseline data taken at the beginning of each data point or whenever the teacher increases the difficulty of the skill. Graphing shows quarterly progress on prompt levels. At the bottom of the graphing page, the teacher describes how the student progressed, and how the skill instruction was changed to reflect increased difficulty. (See example 10.)

Example 10
Data Collection Sheet

1ˢᵗ 2ⁿᵈ 3ʳᵈ 4ᵗʰ Data point
Dates: from _____ **to**_____

Student: _____

Targeted Skill: Choice making
_____

	10/20	11/1	11/9	11/18	11/25	12/2	12/11	12/19		
14										
13										
12										
11										
10						▓		▓		
9		▓	▓	▓		▓	▓	▓		
8		▓	▓	▓	▓	▓	▓	▓		
7	▓	▓	▓	▓	▓	▓	▓	▓		
6	▓	▓	▓	▓	▓	▓	▓	▓		
5	▓	▓	▓	▓	▓	▓	▓	▓		
4	▓	▓	▓	▓	▓	▓	▓	▓		
3	▓	▓	▓	▓	▓	▓	▓	▓		
2	▓	▓	▓	▓	▓	▓	▓	▓		
1	▓	▓	▓	▓	▓	▓	▓	▓		
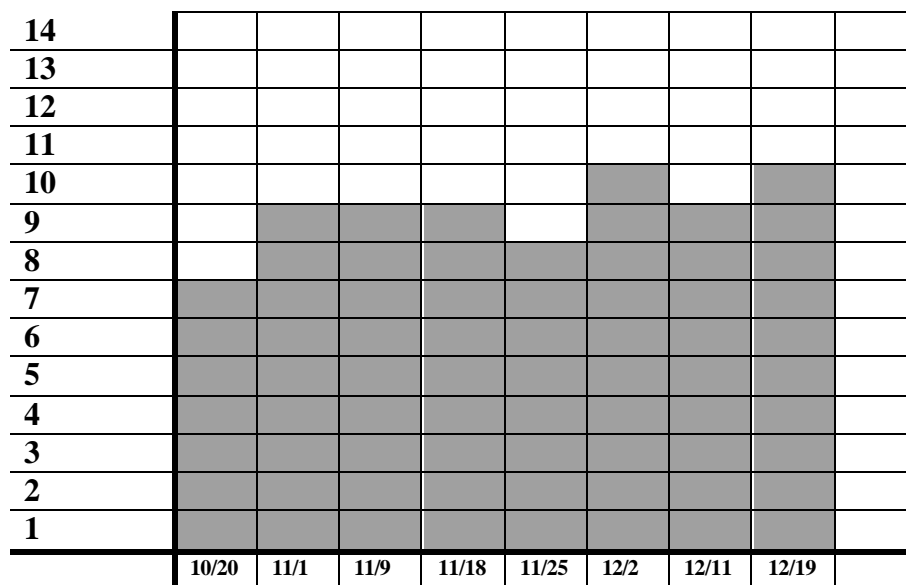
This graph represents the following information: Student progress using choice making skills within a variety of settings and activities

Description of Progress:

☐ Student's prompt level of support decreased
☐ Student reduced their time needed for task from _____ to _____
☐ Student learned new tasks
☒ Other (please specify) <u>Student met criteria for this 9 weeks using individualized student performance rubric – student will score between 9 and 10 for a least 6 of 9 weeks</u>

Description of Increased level of Difficulty:
☐ Steps were added (please specify the steps) _____
☐ Student added new skills to repertoire (e.g. learned new functional sight words)
        Please specify new skills _____
☒ Other (please specify) Student's <u>score on rubric increased compared to the previous 9 weeks.</u>

Develop opportunities for the student to plan or make choices, monitor his or her progress, and evaluate his or her performance.

PLAN/CHOICE
There are several ways to show <u>planning or choice</u>. One is within the steps of the skill itself, such as choosing what to purchase during a purchasing activity. The other is part of the planning process before an activity, such as choosing where, how, or with whom to practice a skill.

MONITOR
In order for the student to <u>monitor</u> his or her progress, the teacher develops a prioritized list of steps that the student checks, stamps, or marks off that is specific to each activity in which the skill is practiced. These few steps are taken from the data collection sheet so that the teacher is monitoring or taking data on the full list of skills needed and the student is monitoring a condensed list in his or her mode of communication. The monitoring form includes a place that indicates the student's goal, the activities in which the student will practice the skill, and a place for the student to check off each skill as it is done, or indicate how well he or she did.

EVALUATE/USING EVALUATION
The student <u>reviews the performance and determines which steps need improvement</u> the next time this skill is practiced (before the activity, this is called Using Evaluation). <u>Upon completion of the activity, the student reviews his/her overall performance</u> (Evaluation). The chart or graph must be labeled to clearly identify the data. (See example 11.)

For students with visual disabilities, the teacher may adjust the format of the instruction and use the PME form 2.

Example 11

Example of a Plan, Monitor and Evaluation Sheet

NAME: _____   DATE: 4-8-02

ACTIVITY: _Locates + names_   LOCATION: _Cafeteria_
signs, symbols + words with lunch partner.

Today I need to work harder on:

| i point to symbols | repeat | read | i understand! |

I will practice...

| alone | | on the computer | with my class |

I will need...

| board game | pencil | computer | bingo game | paper | camera |

How I think I did...

	GREAT!	NEED HELP	Next time I will work harder on
(point to symbols)		●	●
(repeat)	●		
(read)	●		
(understand)	●		

PEER COMMENT: Chris was my lunch partner today. He could tell me 3 signs. Tiffany

Primary Evidence

Products that document a student's knowledge of concepts, skills, and content in the standards are considered *primary evidence*.

- **Instructional data**

  Since work samples by themselves are not sufficient to show the full range of student performance over an extended period of time, data should be collected on how well the student performed the task or targeted skill on several occasions. **Educators are strongly encouraged to compile and submit instructional data in each of the four data points of a content area entry,** either on the recommended data collection sheet in Appendix A. Portfolios that utilize the most current forms and format document the required components of the portfolio more accurately. This frequently enhances a student's score. The instruction data must be submitted with a graph with explanation of instruction, progress and increased difficulty. **Data should be taken at least every week to week in a half.** All data sheets must list the student's name, targeted skill and IEP objective. The data collection sheet documents:
    - the dates on which the student practiced the skill (on at least three, and preferably many more occasions)
    - frequency with which a student gave the desired response (accuracy)
    - frequency and description of cues, prompts, or other assistance provided to the student (independence)
    - description of the standards-based activities in which the skill was practiced and
    - the code for all settings of instruction

Supporting Evidence

Supporting evidence provides information to support the context in which the learning activity occurred, but does not, by itself, provide sufficient evidence to document the student's performance or achievement. Rather, it can provide vital information on (1) student choices, or decisions, (2) settings and circumstances in which the activity occurred; and 3) descriptions that aid portfolio scorers in making their determinations. Supporting evidence may be included in any combination of the following formats:

- **Samples of student work**

  Work samples are items produced by the student during the course of instruction. Ideally, these allow the student to demonstrate his or her knowledge and skills in a range of media and formats, using a variety of instructional approaches. Work samples provide verification that the student has addressed one or more standards based activities in the content area being assessed and should support the data. Dates on the work sample must

match the dates on the data collection sheets. They provide direct evidence of what the student was able to accomplish when the activity was conducted on a single occasion.

Although *worksheets* are acceptable forms of evidence, portfolio entries should not consist **solely** of worksheets. Worksheets, in this context are defined as: an activity sheet used "as is" from an external source, such as from a workbook, on which a student is required to recall and repeat information; select a pre-determined response; or provide limited or brief responses (for example, circle a selection, identify a statement as true/false, or fill in a blank). Worksheets alone do not provide a sufficient opportunity for a student to demonstrate the full breadth of their knowledge and skills. Therefore, a portfolio entry consisting only of worksheets will not score as well as an entry consisting of other, more open-ended evidence (i.e., picture recipes checked off as each item is used, picture shopping lists, checked off as each items is found, work sample showing fast food logos used as the student chooses where to eat on community training day.
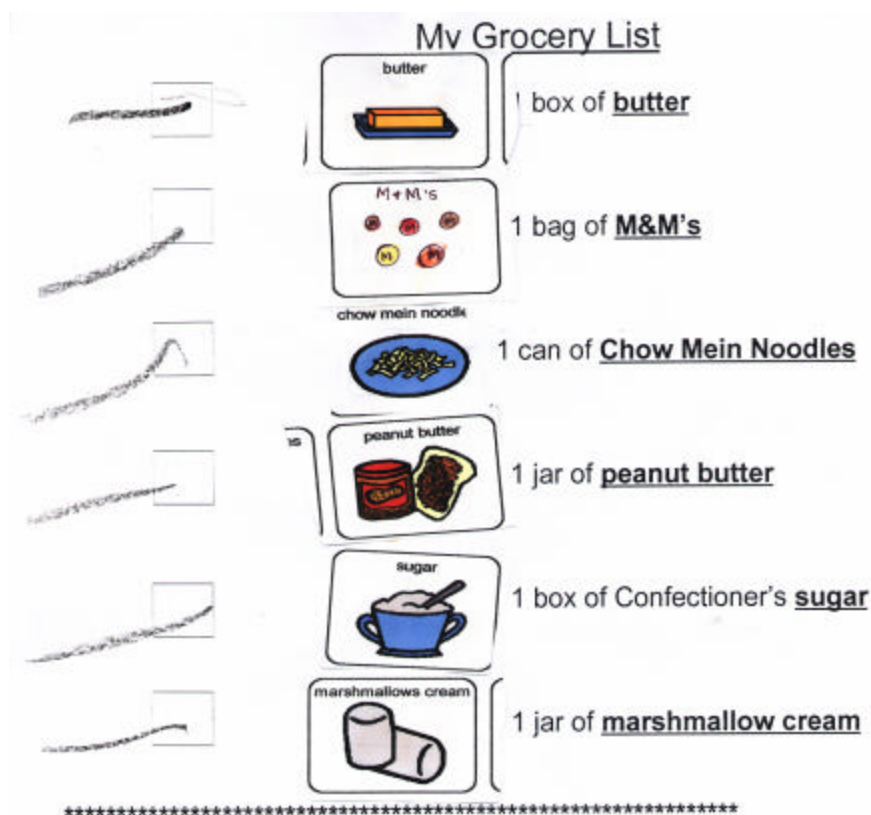
Each work sample submitted as part of the student's portfolio *must* include the following information written directly on the Supporting Evidence Form (see Appendix A):
- Student's name and the date of completion (day, month, and year) corresponding to data collected.
- Setting in which the learning activity occurred (classroom; other school setting; home; community) Adult, peer, or others who provided assistance to the student (if applicable)
- Teacher descriptions on the Supporting Evidence form (see Appendix B), as needed, to describe what the student was asked to do, and what the evidence indicates.

And as appropriate:
- Degree of accuracy of the student's performance, expressed as a percentage of instances in which student gave desired response (e.g., 80%).
- Cues, prompts, or other assistance required by the student to complete the task or product, expressed as a percentage (e.g., student required visual, verbal, and/or physical prompts 40% of the time).

3/12/01   Grocery Store setting: Charlie chose the recipe to shop for and made a picture shopping list. He checked off each items as he found it.

The example above is one page of a student work sample showing a picture shopping list that the student developed to shop for items needed in his favorite recipe. He then checked off each item as he found it in the grocery store. This sample would be used to support data collected and planning and monitoring.

- **Photograph(s)** of the student engaging in specific tasks or relevant classroom or community activities. (NOTE: Photographs are not considered primary evidence of student achievement and performance, except in the instance described above, and therefore cannot be scored as such).
- **Evaluation sheet** indicating the student's perceptions and feelings about work he or she has created (for example, How did I do? What did I learn? What am I good at? What could I have done even better?). This must be in the student's mode of communication
- **Written statement** from an employer, counselor, after-school program supervisor, community service provider, or others documenting the student's application of targeted skills.
- **Other evidence** at the discretion of the teacher or others who worked with the student addressing the rubric and clarifying information for portfolio scorers.

Guidelines for Using Pictures

o   Gather suggestions from all significant parties—student, family, teachers, related service personnel, or human service agencies—when planning the goals and content of the pictures.

o   Secure parental permission for image reproduction using the school's form to photograph. If a student's peers are shown in the picture, the teacher must follow district or school policies regarding use of student photographs.

o   Let businesses and other community sites know why you are photographing and obtain permission from someone in authority at the site before you go.

o   Protect the student's privacy. Do not photograph personal care routines such as bathing or dressing

o   Pictures should show the student performing the targeted skill. Each dated, captioned picture should include a clear image of what the student is doing in the activity.

March 6, 2002

did a great job touching #1 when asked what number is on the top? ½

The Rest of his class was working on fractions.

What number is on the bottom?

#1   Looking 5/5
     Reaching 4/5
     Touching correctly 4/5

#2 Touching correctly 3/5

This picture and caption clearly show the student using his voice output device to indicate the correct number. The caption provides information of the context of the instruction.

ProFile© Software Program

Teachers now have an opportunity to create portfolios with a computer rather than with a paper and pencil. The **ProFile**© software allows teachers to complete all of the data and graphing forms, or the entire portfolio, in either a Mac or PC format. The software package is available for a free download. Toll-free telephone support is available in addition to the e-mail support.

ProFile© is a forms completion and graphing product. It can be used to complete forms and data sheets on a computer, and then they can be printed and included in the paper portfolio. The graphs are created automatically from electronically completed data sheets. Once the data is entered on a page, it automatically becomes available as needed on other pages. This feature saves time and energy as a teacher and student work to produce a portfolio.

This software program can be downloaded from John Cunningham's website at:

www.johnsdesk.com.

For further information about using the software program please contact:

John Cunningham: Toll free 1-866-834-8880
E-mail: jcunningham@measuredprogress.org

GLOSSARY

Age appropriate – the degree to which the skills taught, the activities and materials selected, and the language used reflects the chronological age of the student

Assistive technology – strategies used to assist students in developing and participating in meaningful academics, social relationships, and employment activities; can range from *low technology* (e.g., unaided communication systems, sign language, etc.) to *high technology* (e.g., computers with switch interfaces, etc.) and technology to assist with positioning, mobility, and recreation

Choice – the degree to which the student has the opportunity to select, plan, monitor, and evaluate his or her performance within or among activities; valid choice-making opportunities give the student control over his or her environment and facilitate ownership of performance

Contexts – the degree to which the activities for instruction, performance, and generalization are age-appropriate, functional, and meaningful (i.e., promote increased independence)

Data – counts of objectively defined behaviors (tasks) by an observer. Notations might include prompt levels, independence, and response times. These reports reflect change/progress and are used to make instructional decisions.

Evaluates – how the student identifies/describes those steps in an activity that were performed well and those that need improvement; evaluation is an intricate part of daily instruction; to extend performance, there must be evidence that the student identified what was needed to improve and focused effort to improve on that skill/item the next time

Evidence – student-generated products that document the student's performance (e.g., actual student work, instructional program data, peer narratives, captioned or scripted video/audio tapes)

Functional – the degree to which an activity or skill has meaning for a student in current or future integrated environments and results in increased capacity or independence; functional skill instruction is based upon a student's needs in his or her home, school, community, and workplace

Generalization – the ability to transfer learned skills to other settings and to demonstrate those skills with other people, materials, and similar tasks

Inclusion – chronologically age-appropriate involvement of students with disabilities in a variety of settings including neighborhood schools, general education classrooms, community, and work settings; provision of the necessary supports to allow students to participate successfully in those settings

Instructional team – persons responsible for day-to-day skill instruction and implementation of the student's individual educational plan (e.g., regular education teacher, special education teacher, teaching assistant, therapists, special area teachers, etc.); the members of the instructional team may or may not be members of the IEP team

Integrated settings – instructional environments in schools and community settings where peers with and without disabilities have opportunities to interact

Interactions – the degree to which the student has access to non-disabled peers; *frequent interactions* are short term interactions without opportunities for students to get to know one another (e.g., saying, "Hi" in the hallway, eating lunch in the same cafeteria); *sustained interactions* occur over time with opportunities for students to develop relationships (e.g., presence in regular education classrooms on a daily basis, belonging to the same club, being on a sports team)

Meaningful skills – skills that are critical for successful functioning in current and future inclusive environments and that are embedded within the context of daily routines and activities

Monitors – maintains records of performance of an activity or steps within an activity (e.g., checks off tasks performed at work or in school job, checks off weekly scheduled household tasks performed at work)

Multiple settings – instruction should occur in a variety of settings including classrooms, campuses, and communities; skills selected for instruction should be taught in the settings in which the activities typically occur

Natural support – provided by typical peers, especially in the context of integrated activities (e.g., students doing a school job together, general education students assisting the student in a regular art class; provided by a regular education teacher, a collaborative special education teacher, or teaching assistant in an integrated setting consistent with the support provided to typical peers)

Participation - the student is a part of the activity (not just standing there and watching)

Partial participation – the right of individuals to participate (given a variety of levels of support) in activities to the maximum extent possible

Plans – evidences student's decision making about ways to go about complex activities (e.g., notes and gathers needed articles for community-based instruction, collects information about specific community-based recreation activities in order to arrange transportation, surveys class members to determine refreshments for class party, or orders own work sequence in community or school job for the day)

Portfolio – showcase of student work that documents, measures, and reflects student performance and program effectiveness; portfolio tasks should be a natural part of daily instruction and provide opportunities for a wide range of instructional strategies

Positive behavioral support – the use of positive treatment/intervention approaches that are socially acceptable and that do not call undue attention to a student in order to maintain student dignity; the focus is to identify the function of the behavior (i.e., what purpose the behavior serves for the student) and the subsequent development and implementation of non-intrusive treatment/intervention strategies (e.g., reinforcement of appropriate behavior, curricular modifications, environmental rearrangements, errorless instructional strategies, etc.); the promotion of quality of life and inclusive opportunities underlies positive behavioral support systems

Rubric – scoring guide

Self-determination – the ability to identify a personal vision and set and achieve goals; reflects personal skills and traits, including self-esteem, assertiveness, self-advocacy, control, choice making, and creativity

Settings – the degree to which multiple settings or environments are used for instruction and/or generalization (i.e., *specialized:* self-contained special education school, classroom, resource room, or work site; *school:* integrated, regular education classroom, library, cafeteria, playground, campus, etc.; *community:* integrated work site, post office, restaurant, store, public transportation, sports center, etc.)

Student dignity – treating individuals with respect in accordance with their chronological age, individual differences, and personal preferences

Supports – the degree of effectiveness of accommodations and adaptations provided during learning and that naturally occur during instruction; also reflected is the degree to which assistive technology and peers are utilized

Targeted skill – what the student is to learn within an activity; targeted skills may/should be directly related to IEP goals and objectives

Tutor/tutee support – provided by peers who are assigned to assist or tutor the student and do not have similar curriculum frameworks of their own to achieve

Typical peers – For students who are younger than age 16, a typical peer is defined as a student without an identified cognitive disability who is within a two-year age span of the disabled student. For students age 16 or older, a typical peer is an individual age 14 or older, including all adults in the community.

APPENDIX A

Forms

Entry Planning

Notice Under the Family Educational Rights and Privacy Act of 1974, as amended

Permission to Photograph

Graphing Student Progress

Data Collection Sheet

Supporting Evidence Form

Scoring Worksheet

Evidence Chart

Plan, Monitor and Evaluate Sheet – Form 2

Student: _____

Content Area: _____

Alternate Assessment Entry Planning
A Planning Sheet Should Be Done For Each Content Area

(Not Required: Teacher's Use Only)

Targeted Skill	Standards Based Activities	Standards	Settings	Evidence	
				Primary	**Supporting**

Notice Under the Family Educational
Rights and Privacy Act of 1974, as amended

Dear Parent or Guardian:

Federal law protects the disclosure of education records (or personally identifiable information contained therein) maintained by school districts, or their agents, by requiring prior written consent before a district discloses educational records or personally identifiable information. Your consent is requested so that materials from your child's Rhode Island Alternate Assessment portfolio might be used by our state testing contractor, **Measured Progress**, to train educators and parents to compile and/or score alternate assessment portfolios. If you give your consent, please sign the form below on the line indicated for your signature.

CONSENT

I,_____(please print), am the

parent or legal guardian of _____. (please print)

I hereby give my consent to the _____school district,

the Rhode Island Department of Elementary and Secondary Education, and Measured Progress, Inc., to disclose any and all material contained in or related to my child's Rhode Island Alternate Assessment portfolio (including written documentation and pictures) to educators and parents to train them to compile and/or score an Alternate Assessment portfolio. I understand that in the event that my child's assessment portfolio is selected for training purposes, steps will be taken to avoid disclosure of personally identifiable information, e.g., names removed from documents, and faces blanked out of pictures. I also understand that if selected for training purposes, materials from my child's assessment portfolio may be included in teacher training manuals, and other similar materials produced for this year's training and future training programs.

_____
Signature of Parent/Guardian   Date

_____
Signature of Student, if over 18 years of age   Date

Note: You may view or obtain a copy of your child's educational records, including the portfolio, which are maintained by the local school district. Please contact your child's local school district for more information.

This document may be downloaded from
http://www.measuredprogress.org/clients/RhodeIsland

Permission to Photograph
(To be place in the student's file)

I give my permission for the _____school to take pictures of my son/daughter _____for inclusion in the Alternate Assessment portfolio. I understand that this information is used to support the information that is provided on my son/daughter's progress and will be used for educational purposes only. I understand that if the portfolio is chosen for training of scorers or teachers, all personally identifying information be removed.

_____
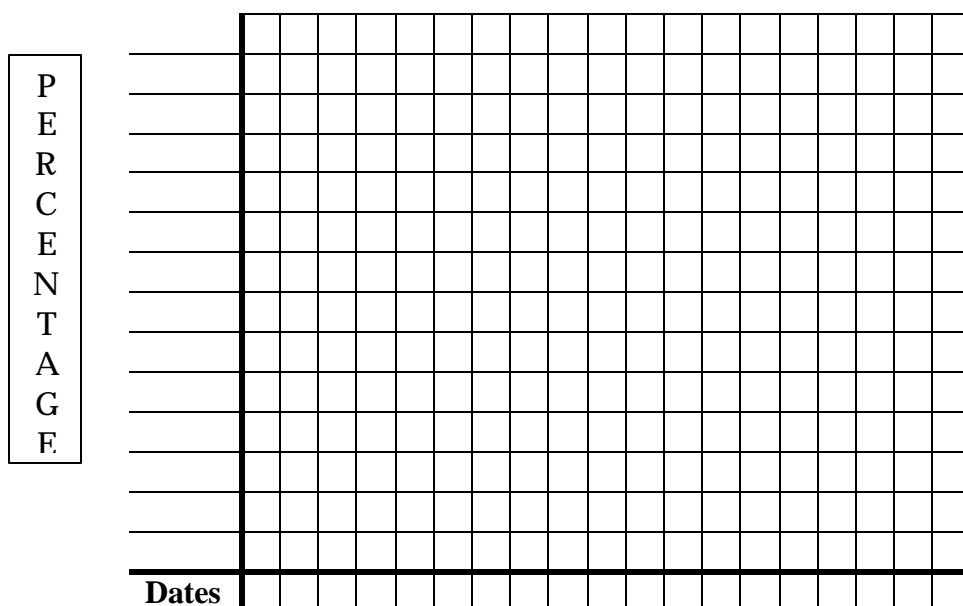**Parent/Guardian Signature**

_____
Date

Student: _____

Targeted Skill: _____

Graphing of Student Progress

Data Points   1   2   3   4 **(circle one)**

Dates – From: _____ To: _____

Dates

P
E
R
C
E
N
T
A
G
E

This graph represents the following information: _____

_____

_____

Description of Progress:
☐ Student's prompt level of support decreased
☐ Student reduced time needed for task from_____ to _____
☐ Student learned new tasks
☐ Other (please specify) _____
☐ No progress (specify steps to change instruction)_____

Description of Increased level of Difficulty:
☐ Steps were added (please specify the steps) _____
   ☐ Student added new skills to repertoire (e.g. learned new functional sight words) please
   specify new skills _____
☐ Other (please specify _____

Student: _____

Targeted Skill: _____

Data Collection Sheet - 1 2 3 4

Dates

	Task Analysis																					
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							
	Total Possible:																						
	TOTAL SCORE:																						
	Settings Code:																						

Description of Activities: Date: Setting Codes:

Prompt Codes:

Supporting Evidence

Student Name: _____ **Date of Activity:** _____

Setting: _____

Description of Activity and Evidence:

Attached supporting evidence.

Student Name: **Content Area:**   **Score 1 2 3**   **Scorer ID #:**

Dimension	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Score
Student Progress	o Data shows progress o Graphing w/analysis	o Data shows progress o Graphing w/analysis o Increased difficulty	o Data shows progress o Graphing w/analysis o Increased difficulty	o Data shows progress o Graphing w/analysis o Increased difficulty	

All the supporting evidence below must have the student's name, date, setting and description of activity

Dimension	Scored Across Data Points						Score
Standards based Use 3 step process to score 1. Look at entry cover sheet 2. Look at activity description on data sheet 3. Look for supporting evidence	The required standard (shaded) and any four other content standards.						
	ELA			**Mathematics**			
	Standard	Documented	Sup Evidence		Documented	Sup Evidence	
	1-Communication	❑	❑	5-Number Sense	❑	❑	
	2-Response to Text	❑	❑	1-Problem Solving	❑	❑	
	3-Creation Text	❑	❑	2-Communication	❑	❑	
	4-Student Voice	❑	❑	4-Connections	❑	❑	
	6 Inquiry/Technology	❑	❑	7-Measurement	❑	❑	
	8-Literacy in the Community	❑	❑	9-Patterns	❑	❑	
	9-Lang.Arts & Citizenship				❑	❑	

Dimension	Scored Across Data Points	Score
Settings	Setting #1 _____ ❑ Community ❑ With Peer Setting #2 _____ ❑ Community ❑ With Peer Setting #3 _____ ❑ Community ❑ With Peer Setting #4 _____ ❑ Community ❑ With Peer Setting #5 _____ ❑ Community ❑ With Peer	

Dimension	Data Point #1	Data Point #2	Data Point #3	Data Point #4	Score
Interactions	o Evidence of non-disabled peer interactions	o Evidence of non-disabled peer interactions	o Evidence of non-disabled peer interactions	o Evidence of non-disabled peer interactions	
Performance	o Plan o Monitor o Evaluate o Uses evaluation o PME is connected to standards	o Plan o Monitor o Evaluate o Uses evaluation o PME is connected to standards	o Plan o Monitor o Evaluate o Uses evaluation o PME is connected to standards	o Plan o Monitor o Evaluate o Uses evaluation o PME is connected to standards	
Support	Shows evidence of: o Community support and/or peer support o Adaptations	Shows evidence of: o Community support and/or peer support o Adaptations	Shows evidence of: o Community support and/or peer support o Adaptations	Shows evidence of: o Community support and/or peer support o Adaptations	

Evidence Chart

Dimension	What	When	Documentation	Scoring
Progress Data	Data collection sheets documenting progress on targeted skill with graph and teacher analysis	In each data point of each entry	Must be a data sheet that corresponds to a labeled, dated graph that includes analysis of the data.	Scored for progress in all four data points within each entry.
Increased Difficulty	Evidence of a change in instructional expectations that is clearly reflected in the task analysis. It is the next logical step in instruction after progress is made	In any of the data points of each entry	Must be clearly reflected on data sheet (in a change in the task analysis or instruction) and explained on the graph analysis	Scored in second, third and fourth data points within each entry.

All supporting evidence to the data collection sheet must have: date, student's name, description of activity, and settings and relate back to a date on the data sheet.

Dimension	What	When	Documentation	Scoring

Standards Based Activities	**All** activities must be **listed** on all data collection sheets.
	
	Evidence of activities must be included in the portfolio for each entry to document student participation in the activities.
		Must be reflected in all data points across the year and clearly relate to the standards.
		
		May be reflected in any data point in each entry
			Should include at least 1 of the following to evidence a standard:
			    Student work samples
			    Pictures
			    Regular teacher or peer notes
				Scored across the year within each entry

Multiple Setting Instruction	All settings outside the special education environment must be **listed** on all data collection sheets.
	
	Evidence for different settings outside the special education environment must be provided.
		Could be in any of the data points of each entry	Should include at least 1 of the following for each setting outside the special education classroom:
			    Pictures
			    Regular teacher or non-disabled peer notes with signature
			    Receipts of purchases
			    Bus request form
				Scored across the year in each entry

Interactions	All peer interactions are related to the targeted skill and must correspond with date on data collection sheet	Could be in any of the data points of each entry	Should include at least 1 of the following for each data point:
			    Signature of peer on PME sheets
			    Peer notes
			    Regular teacher note
				Scored across the year in each entry

Performance	Student participation in planning, monitoring and evaluating performance relevant to the specific standards based activity **and** in the student's mode of communication	In activity evidence in each entry. Should be in all of the data points of each entry	PME sheet
			Could include at least 1 of the following for each data point:
			    Student work samples
			    Pictures
			    Regular teacher or peer notes
				Scored across the year in each entry

Supports	Evidence must correspond with date on data collection sheet
	
	Community support /peer support Adaptations, modifications, assistive technology
		Should be in all of the data points of each entry	Should include at least 1 of the following for each data point:
			    Community helper stating assistance given
			    A peer note stating the assistance given in the activity,
			    A pictured with a caption by the peer
				Scored across the year in each entry

DATE: _____

Student: _____

ACTIVITY: _____
_____

Targeted Skill:

My use of PLANNING/ CHOICE	I made a **CHOICE** of:.	
	Choice Made:	

	Based on what I did last session, my helper will tell me the steps that I need to work harder on. **I need to work harder on the following steps:**	
USING EVALUATION TO IMPROVE PERFORMANCE		(✓ all that apply)

PME Form 2 for use with students with visual impairments ONLY. Any other use creates an invalid testing situation and will result in a NO SCORE for that portion of the portfolio.

APPENDIX B

Portfolio Structure

Rhode Island Alternate Assessment Sample Portfolio Materials

Samples provided:

Table of Contents
Portfolio Validation Sheet
Entry Cover Sheets
Standards-Based Activities Justification Sheet
Data Point Dividers

Student Name: _____

Grade: _____

School: _____

District: _____

Teacher: _____

TABLE OF CONTENTS

Example of the Student's Communication Instruction

Portfolio Validation Signature Sheet

_____ **Entry** (fill in Content Area)

Cover Sheet

Evidence provided in each of the 4 data points:

    Data collection sheet

    Graph of progress and data analysis

    Student work samples showing self-monitoring, evaluation, and using evaluation to improve future performance

    Supporting evidence

_____ **Entry** (fill in Content Area)

Cover Sheet

Evidence provided in each of the 4 data points:

    Data collection sheet

    Graph of progress and data analysis

    Student work samples showing self-monitoring, evaluation, and using evaluation to improve future performance

    Supporting evidence

Student: _____

<u>PORTFOLIO VALIDATION SHEET</u>

The student's work evidenced in this assessment accurately reflects typical instructional programming directed toward the specified standards.

Teacher: _____Date of Signature: _____

Principal: _____ Date of Signature: _____

My son/daughters work evidenced in this assessment accurately reflects typical instructional programming directed toward the specified standards.

Parent: _____ Date of Signature: _____

Instructional Team (members involved in developing portfolio and collecting evidence):

Name:_____ Date: _____

Position: _____

Signature: _____

Name:_____ Date: _____

Position: _____

Signature: _____

Name:_____ Date: _____

Position: _____

Signature: _____

ENTRY COVER SHEET

Student Name: _____ **DOB:** _____

_____ **ENTRY** (fill in Content Area)

_____**Date the student entered the program**

IEP Objective:

Student's targeted skill:

Standards-Based Activities Justification Sheet

Student Name:_____DOB:_____

English Language Arts

Standard 1:   Communication: All students will be effective communicators in varied settings and for varied purposes *(using pictures, sign, symbols/objects, and/or words to express needs in a variety of settings)*. **This standard is required.**

Standard 2:   Response to Text: All students will demonstrate the ability to understand and respond to a wide variety of texts *(reads environmental, pictorial print)*.

Standard 3:   Creation and Presentation of Text: All students will compose clear text in a variety of forms for many purposes *(constructs* printed, *pictorial messages)*.

Standard 4:   Student Voice: All students will demonstrate the power and effectiveness of voice through the language arts *(communicates basic needs)*.

Standard 6:   Inquiry and Technology: All students will investigate issues and problems using a variety of current and emerging technologies in school and work settings *(uses adaptive technology to control environment, communicate)*.

Standard 8:   Literacy and the Community: All students will develop and apply their language skills using the community as a learning laboratory *(requests assistance in the (community)*.

Standard 9:   Language Arts and Citizenship: All students will use language effectively and responsibly as members of a democratic society *(functions effectively in a wide variety of group settings and activities)*.

How Activities Relate to ELA Standards

Date	Activity	Standards are met by:	#1	#2	#3	#4	#6	#8	#9

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   1
Starting date: _____ to _____
(Recommended dates are the beginning of school to November 1)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   2
Starting Date: _____ **to** _____
    (Recommended dates are November 2 to mid-December)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self- monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point 3

Starting Date: _____ to _____
                (Recommended dates are mid-December to March 1)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point 4
Starting Date: _____ **to** _____
            (Recommended dates are March 2 to May 12)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

ENTRY COVER SHEET

Student Name:_____   DOB:_____

_____**ENTRY** (fill in Content Area)

_____**Date the student entered the program**

IEP Objective:

Student's targeted skill:

Standards-Based Activities Justification Sheet

Student Name:**_____**DOB**:_____**

Mathematics

Standard 5:   Number Sense & Number Systems
           (one to one correspondence) **This standard is required.**
Standard 1:   Problem Solving
           (Problem solves in new and novel situations, making choices)
Standard 2:   Communication
           (uses pictures, symbols/objects to denote meaning from numbers, money)
Standard 4:   Connections
           (budgets own money, makes purchases in the community)
Standard 7:   Measurement:
           (understands concepts of more, stop, matches objects by size/shape)
Standard 9:   Patterns, Relations and Algebra
           (follows/manages own schedules predicts next event)
           Evidenced by student used schedule, should not be targeted skill.

How Activities Relate to ELA Standards

Date	Activity	Standards are met by:	#5	#1	#2	#4	#7	#9

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   1
Starting date: _____ to _____

(Recommended dates are the beginning of school to November 1)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   2
Starting Date: _____ **to** _____
                       (Recommended dates are November 2 to mid-December)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   3

Starting Date: _____ to _____
                      (Recommended dates are mid-December to March 1)

Each data point should include the following:

- ❑ Data collection sheet and graph of progress
- ❑ Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑ Supporting evidence

Data point Dividers (to be copied for each entry)
*These will be on preprinted dividers in each student binder.

_____ **Entry** (fill in Content Area)

Data point   4
Starting Date: _____ to _____
                              (Recommended dates are March 2 to May 12)

Each data point should include the following:

- ❑   Data collection sheet and graph of progress
- ❑   Student work samples showing self-monitoring, evaluation, and using evaluation in multiple activities to improve future performance
- ❑   Supporting evidence

Appendix C

Parent and/or Guardian Information

Parent and/or Guardian Guide

The Alternate Portfolio Assessment: What It Means for Your Child's Program

One of the key elements of the 2004 IDEA reauthorization is assessment of **all** students regardless of disability. The No Child Left Behind Act (NCLB) complements IDEA by requiring an accountability system that ensures that all students, including those with disabilities, reach high standards.

The discussions, meetings, and planning sessions of this task force, which include policy makers, parents, teachers, special education administrators, state education personnel, and colleges/universities, have led to new ideas about how to assess what students have learned and how to determine if students can apply their learning. As a result, the Rhode Island Alternative Assessment has been developed as part of the overall educational assessment process within the state. The alternate assessment portfolio is a continuous journal that can show in pictures, words, products and activities what a student is learning.

The purpose and uses of the alternate assessment mirror those of traditional state assessments. It produces information useful for planning and instruction at district, school and student levels; and it provides a valid and reliable data to document program effects. Portfolio contents will be developed so that your child's program will be constantly moving toward the best instructional practices in special education.

Who participates in the Alternate Assessment?

The members of each student's Individual Education Plan (IEP) team will meet to review the criteria and determine if the student will participate in the alternate assessment and should be excluded from the traditional state assessments. Parents are, of course, an important part of this team. Participation in the alternate assessment follows a strict set of guidelines and is based upon:
- The student's IEP
- The documented need for instruction in multiple settings, and
- The inappropriateness of participation in the traditional assessments, even with modifications and adaptations.

What does the Alternate Assessment look like?

Your child's alternate assessment portfolio will include:
1. A table of contents
2. A Portfolio Validation Form that is signed by a parent, teacher, and principal states that they have seen the portfolio and agree with its contents
3. An individualized student schedule in the mathematics entry
4. Evidence of the student's mode of communication throughout the portfolio
5. Two entries in the content areas of English language arts and mathematics

Who scores the portfolios and when does it happen?

Rhode Island educators who have qualified as scorers will score the portfolios. Even though portfolios and portfolio activities will be an ongoing part of the instruction your child receives daily, portfolios of students who are in grades 2- 8 and 10 will be scored and those scores used for assessment purposes.

How are the portfolios scored?

The key standards for scoring the portfolios include aspects of a school program should provide in order to give students with severe and profound disabilities the best education possible. These include:
- The age-appropriate content-based skills and activities important for your child.
- The choices your child has during instruction and how he/she is taught to make the "best" choice
- The level of appropriate assistance your child receives from teachers and non-disabled peers and how work is adapted so that he/she can perform to the best of his/her ability
- The variety of settings or places where your child can use the skills he/she has been taught or is learning, and
- Evidence that shows your child has opportunities for social interaction with non-disabled peers.

What happens with the scores?

It is important for you to know that your child's portfolio score will be used, along with other measures, to determine how well the school is educating all students. While the portfolio may show some very important information about what your child can do well (it will showcase his/her best work), it is primarily intended as a measure of how well the school is educating your child.

What can I do to support my child and his/her teacher in developing a portfolio?

The best education for any child included parents who participate. The alternate assessment is designed to provide you with this opportunity. Ask to see your child's portfolio. Emphasize the importance of learning real-life, essential skills that your child can use with friends, at home and /or in the community.

Appendix D

RHODE ISLAND CURRICULUM FRAMEWORKS
FOR
THE ALTERNATE ASSESSMENT
2005-2006

RHODE ISLAND CURRICULUM FRAMEWORKS FOR THE ALTERNATE ASSESSMENT

English Language Arts

Standard 1: Communication: All students will be effective communicators in varied settings and for varied purposes (*using pictures, sign, symbols/objects, and/or words to express needs in a variety of settings).*

Examples of Learning Expectations	*Performance Skills to Demonstrate Learning Expectations* *Skills may incorporate different levels of support from a variety of sources including personnel, peers, community, technology, and services.*
Students will use language arts for self-understanding and personal expression. *Students will use listening, speaking, and non-verbal behavior to clarify and communicate meaning in social settings.* *Students will communicate information gathered from print and non-print media to achieve educational purposes.* *Students will use language to prepare for success in the workplace.* *Students will synthesize information from a variety of sources to make and communicate civic decisions.*	*Student will use words, pictures, signs, symbols/objects to* • *express personal needs, gain attention,* • *make requests,* • *communicate within a social context,* • *denote meaning/vocabulary,* • *attend, listen,* • *access and assess vocational and community resources, and* • *access, organize, evaluate, and use information through some mode of communication to make choices.*

Standard 2: Response to Text: All students will demonstrate the ability to understand and respond to a wide variety of texts *(reads environmental, pictorial print).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*

Students will demonstrate comprehension of a variety of texts utilizing word identification skills and strategies.
Students will respond to varied text.
Students will select text for a variety of informational purposes.
Students will identify and evaluate varied text.
	Student will read environmental and pictorial print to
	    denote meaning and build vocabulary,
	    attend to stimuli connected to reading materials,
	    follow directions, and
	    recognize symbolic display through augmentative communication.

Standard 3: Creation and Presentation of Text: All students will compose clear text in a variety of forms for many purposes *(constructs printed, pictorial messages).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*

Students will use process strategies to compose oral and written text.
Students will apply conventions of standard language to create clear and meaningful text.
Students will use aesthetic elements of language in oral and written language.
	Student will use print, pictures/symbols to
	    create personal identification,
	    use personal signature,
	    create journal of experiences, and
	    relate personal thoughts, experiences, and feelings.

Standard 4: Student Voice: All students will demonstrate the power and effectiveness of voice through the language arts *(communicates basic needs)*.

Examples of Learning Expectations	*Performance Skills to Demonstrate Learning Expectations* *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
Students will recognize that their ideas have worth and power when effectively communicated. *Students will recognize that their voice has an audience.* *Students will develop the confidence and skills to communicate their ideas.*	*Student will use words, eye gaze, gestures, and other forms of communication to* • *indicate personal needs/wants,* • *participate in group activities,* • *respond to peers, community, employers, and* • *demonstrate emotions using facial expressions and body positions.*

Standard 6: Inquiry and Technology: All students will investigate issues and problems using a variety of current and emerging technologies in school and work settings *(uses adaptive technology to control environment, communicate)*.

Examples of Learning Expectations	*Performance Skills to Demonstrate Learning Expectations* *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*

Students will identify and articulate problems and questions for inquiry.
 Students will identify and use resources and tools appropriate for their purpose.
 Students will organize information and synthesize it in a meaningful way.
 Students will draw a conclusion and present findings in a manner that includes the appropriate use of technology.
	Student will demonstrate the ability to apply technology to enhance functioning in home, school, and community environments to
	     access information, recreational activities,
	     access equipment, tools, media, computers, and
	     communicate, respond, make requests/choices.

Standard 8: Literacy and the Community: All students will develop and apply their language skills using the community as a learning laboratory *(requests assistance in the community)*.

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
Students will identify and explore school, community, and workplace resources and their issues. Students will develop skills and knowledge in addressing school, community, and work issues.	*Student will be able to generalize his/her communication skills from the first six standards in a variety of school, community, and work settings, as age appropriate.*

Standard 9: Language Arts and Citizenship: All students will use language effectively and responsibly as members of a democratic society *(functions effectively in a wide variety of group settings and activities)*.

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
Students will use a variety of language arts skills to become more aware of themselves as community members. Students will make informed decisions from multiple perspectives. Students will use language appropriate to purpose, message, and audience.	*Student will be able to make choices, vote, select preferences, communicate within a group activity, communicate in school, work, and community settings, and make and communicate decisions to solve problems in a variety of settings.*

Mathematics

Standard 1: Problem Solving: *(solves problems in new and novel situations).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
• *Students will use various approaches to investigate and understand mathematical concepts.* • *Students will formulate and pose problems from everyday situations.* • *Students will develop and apply strategies to solve a wide variety of problems.* • *Students will verify and interpret their results.* • *Students will use models to describe and solve real-world problems.*	*Student will use mathematical problem-solving skills to* 　　*handle money, usage,* 　　*manage time,* 　　*follow a schedule, calendar,* 　　*measure,* 　　*follow a map/directions in the community,* 　　*use a calculator, and* 　　*develop solutions to real-life problems in home, school, and community.*

Standard 2: Communication: *(uses pictures, symbols/objects to denote meaning from numbers, money).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
Students will relate physical materials, pictures, and diagrams to mathematical ideas. *Students will reflect on, clarify, and articulate their thinking about mathematical ideas and situations.* *Students will express mathematical ideas orally and in writing.* *Students will discuss, read, write, and listen to mathematics.* *Students will relate their everyday language to mathematical language and symbols.*	*Student will relate physical materials, symbols, and/or pictures to mathematical ideas to express mathematical ideas through any mode of communication, and relate his/her everyday language to mathematical language and symbols.*

Standard 4: Connections: *(budgets own money, makes purchases in the community).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources including personnel, peers, community, technology, and services.*
Students will recognize and use mathematics in their daily lives. *Students will explore, recognize, and use relationships among different topics in mathematics.* *Students will relate various representations to concepts or procedures to one another.* *Students will connect conceptual and procedural knowledge.*	*Student will be able to* *use next dollar bill purchasing strategy,* *identify change needed to purchase snack,* *budget money using a calculator, and* *use mathematics in daily life.*

Standard 5: Number Sense and Number Systems: *(one to one correspondence)*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*
Students will have an intuitive understanding of whole numbers. *Students will develop number meanings by exploring number relationships through counting, comparing, estimating, ordering, grouping, and patterning.* *Students will demonstrate place value concepts.* *Students will construct physical models to represent and demonstrate understanding of whole numbers, integers, fractions, and decimals.* *Students will communicate the reasonableness of possible solutions.* *Students will create and solve real-world problems to interpret the use of numbers.*	*Student will use numbers/one-to-one correspondence to* • *match/sort as a natural part of an activity,* • *graph performance using blocks/objects/graph paper,* • *use physical objects to demonstrate more/less, first/last, and* • *use next dollar bill purchasing strategy.*

Standard 7: Measurement: *(understands concepts of more/stop, matches objects by size, shape).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*

• *Students will identify and understand the concepts of length, angle of measurement, area, capacity, volume, mass, temperature, time, and money.*
• *Students will have an intuitive understanding of the process of measurement.*
• *Students will select and use appropriate standard and non-standard units of measure.*
• *Students will compare and order objects according to some measurable attribute.*
• *Students will estimate measures.*
• *Students will take actual measurements and record and explain the results.*
	Student will be able to
	    select correct change for purchase,
	    understand time concepts, differentiate between next, later, actual time to the hour,
	    apply water temperature,
	    use measurements for hot/cold, big/small, match/sort, and
	    use money measurement/understand "enough."

Standard 9: Patterns, Relations, and Algebra: *(follows/manages own schedule, predicts next event).*

Examples of Learning Expectations	Performance Skills to Demonstrate Learning Expectations *Skills may incorporate different levels of support from a variety of sources, including personnel, peers, community, technology, and services.*

• *Students will identify and describe patterns.*
• *Students will use patterns to communicate relations.*
• *Students will extend and create patterns.*
• *Students will use concrete, pictorial, and abstract variables to solve open sentences.*
• *Students will use technology to explore patterns.*
	Student will be able to
	    understand task completion and what comes next,
	    participate in sequential job process,
	    use patterns/steps in a process, start computer, turn on an appliance, and
	    use patterns in graphing progress.